

EMP CURRICULUM AT A GLANCE

Reading in Early Years

Reading for pleasure is a prominent part of the Early Years setting as we support children to enjoy listening to stories being read and exploring books independently is encouraged as they take the first steps towards phonetically decoding text themselves.

Phonics



Our learners start to develop a firm foundation for reading from Nursery, where they are immersed into 'foundations for phonics' and continues in Reception where high quality phonics teaching allows learners to become secure in the skills of word recognition and decoding. Our systematic and synthetic phonics teaching, following '**Little Wandle Letters and Sounds Revised**' scheme, ensures a solid foundation for reading, allowing children to become fluent and confident readers.

Reading at East Morton: Intent

At East Morton CE Primary, we believe that English is the heart of the curriculum: it is the key which allows our learners to access other areas of the curriculum and helps them to unlock their full learning potential. Our creative and highly engaging English curriculum inspires and supports learners to develop their reading, writing and listening skills; thereby enabling them to become interested, effective and active lifelong learners. Our carefully tailored learning sequences develop learners' ability to speak and write fluently, allowing them to communicate their ideas and emotions effectively and confidently to others. Reading is integral to all learning in English, and our use of carefully selected high-quality texts, ensures that learners are able to develop culturally, emotionally, intellectually, socially and spiritually. Reading also supports our learners in acquiring new knowledge and vocabulary, as well as building on what they already know. Reading is promoted and encouraged, and we nurture our learners' love of literature, leading to widespread reading for enjoyment across school. Learners are immersed in vocabulary-rich learning environments which support language development and help to expand their vocabulary. These different aspects of our English curriculum collectively support our learners in being able to communicate and write clearly, accurately, coherently and with ambition. The development of speaking skills is integral to learning at East Morton CE Primary and learners are supported in using discussion as a tool for learning across the curriculum. Our challenging and inspiring English curriculum, which is aligned to the National Curriculum, supports, and motivates our learners in developing their **knowledge, understanding** and **skills** when reading and writing a range of age-appropriate genres.

Inclusion

All learners at East Morton CE Primary take part in all aspects of our curriculum; our English curriculum aims to make a difference in each learner's life by providing opportunities that they may not have outside of school. Where required, lessons and resources are adapted to ensure that all learners are included and can access the whole English curriculum.

Assessment

Our assessment of reading is robust as we use National Curriculum expectations and the progression statements below to support planning and assessment within each year group.

These progression statements are used alongside formative assessment strategies such as one to one reading and observations during reading lessons, and summative assessments of comprehension questions and termly formal assessment opportunities.

Verbal feedback is given during reading lessons to provide instant feedback in all year groups.

Reading Curriculum Implementation

At East Morton CE Primary School, we are committed to ensuring that our learners become skilled and confident readers who know and use a range of effective reading skills, which allow them to tackle challenging texts, ensuring that they gain a good understanding of what has been read. Competence in reading is rooted in the embedded application of strategies for analysing and exploring text, which enables learners to develop a comprehensive understanding of words, language and writing. They learn to read and then read to learn. In enabling our learners to become skilled readers, we also cultivate a love of reading, through the wide and varied texts covered and learners' growing confidence, so that they can read for purpose and for pleasure throughout their lives.

The '**Reciprocal Reading**' approach is used from Reception to 6 for weekly whole class reading lessons. All Reciprocal Reading lessons are structured into four parts, each focusing different aspects of the reading process (including before, during and after reading), ensuring consistency in approach throughout school and equipping the children with secure reading skills to be transferred to any independent reading whether for learning, or pleasure. Reciprocal Reading involves dialogue between the teacher and children for the purpose of jointly constructing the meaning of a text. Teacher modelling is a vital aspect of our approach which makes reading skills and strategies visible to learners, in order support them in developing these skills. The teacher models a number of effective reading strategies by 'thinking aloud' to articulate the reading process and explicit use of specific skills, modelling of language structures to be used (the language of speculation), as well as demonstrating the importance of 'active reading' (questioning and clarifying to aid comprehension) which the children learn to use for themselves. This then equips them with the necessary skills to be effective and successful readers. The Reciprocal Reading skills are: **predicting, clarifying, questioning and summarising**.

High-quality texts for reading lessons are carefully selected to ensure challenge for all, making links with other curriculum areas wherever possible.

Class reader time is allocated daily to every class in which teachers spend time reading with learners in their class. We provide daily time tabled slots for all classes as we recognise that daily reading time is important for every learner. Teachers give instant verbal feedback and a reading record is kept for every child as a record of their level and next steps. Reading records are kept and passed up throughout school to show clear assessment and progression for every learner.

Associated Documents: Curriculum Learning guide and Year Group Long Term Plans

EMP CURRICULUM AT A GLANCE



2022 Report (GOOD)

"Pupils learn to read with confidence and fluency. Staff are confident in teaching pupils to read and identify gaps in pupils' phonic knowledge. Pupils who struggle to read receive daily support. This helps pupils to keep up with the phonics programme and ensures that no one is left behind, including pupils with SEND. Leaders plan a range of strategies to **ignite pupils' passion for reading**. Daily reading sessions and story time start in early years, where children enjoy 'ERIC' time ('everyone reading in class'), with Eric the elephant. Pupils love to post their reading recommendations on the 'recommended reading rainbow'".

External Review 2023

■ B11
■ Education

"Leaders have developed an ambitious curriculum that is well-sequenced and incorporates diversity and equality. There is very clear progression in learning because of skilful teaching, high expectations and a curriculum that promotes progression."

"Pupils read fluently and the school promotes reading very well"

"Daily support in reading is very effective for the least able readers"

READING



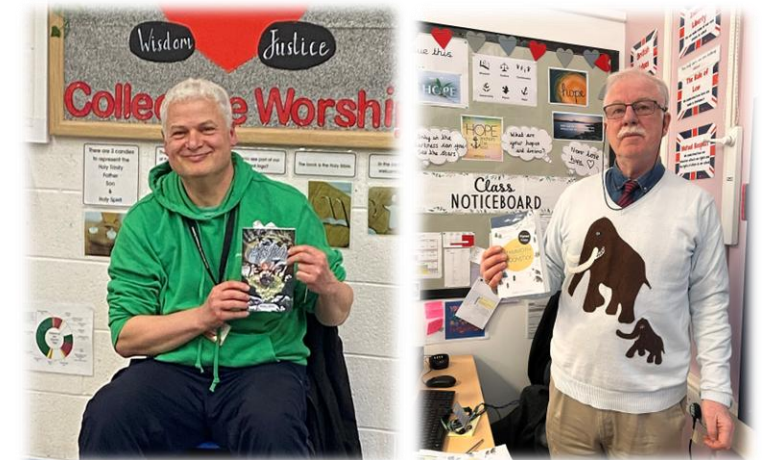
Enhancement

We have a well-stocked fiction and a non-fiction library as well as classroom library areas to encourage children to make independent choices and promote reading for pleasure.

Each year, our children enjoy 'World Book Day' celebrating much loved characters and the opportunity to read with children in other year groups.

We run reading challenges throughout the year to promote reading.

Visiting authors who talk about their work also ignite a passion for reading and writing.



Impact

Learners will:

- develop a lifelong love of reading.
- use reading skills as a key tool to support themselves in independent reading
- develop their speaking and listening skills through participation in detailed discussions about texts
- use knowledge, skills and understanding of reading to support themselves with learning across the curriculum.
- The majority of learners will attain age-related expectations, with a good proportion exceeding them