



Leigh C of E Academy

Reading Curriculum Statement



Reading is an integral part of the curriculum at Leigh Church of England Academy. Our reading approach begins with the teaching of phonics in the Early Years and Key Stage One. Teachers use the Read Write Inc. phonics programme to support their teaching. Children move through a structured reading book scheme, which begins with developing their decoding skills and fluency, moving on to developing their comprehension of texts. Children are re-assessed at the end of every half term; this allows quick movement between groups for children who are making rapid progress. It also shows which children need more practise in a group. For those children who do not pass the phonics screening, they have a weekly phonics intervention to support in developing their skills for effective decoding,

In Key Stage 2, as their reading develops, children are encouraged to read from a wide range of fiction and non-fiction books as we continue to secure and further develop their key comprehension skills. Children have four forty-five-minute whole class reading lessons each week. Teachers choose one main fiction text for each term based on factors such as themed learning and the children's interests. We have carefully selected whole class sets of books that will challenge, motivate and inspire our children and in turn develop them into resilient, proficient lifelong readers. Children have the opportunity to develop fluency, intonation and expression within the lesson, as well as applying their strategies to tackle unfamiliar or tricky words. Each new term begins with a week study of non-fiction texts. In order to ensure comprehensive coverage of each domain, teachers keep track of their Reading Domains Coverage.

	Year 3	Year 4	Year 5	Year 6
Autumn	The BFG Roald Dahl 	Varjak Paw S. F. Said 	Wonder R. J. Palacio 	Percy Jackson & the Olympians: The Lightning Thief Rick Riordan 
Spring	Grandpa's Great Escape David Walliams 	The Enchanted Wood Enid Blyton 	Swallows and Amazons Arthur Ransome 	SATS Strategies 
Summer	Charlotte's Web E. B. White 	How to Train your Dragon Cressida Cowell 	Friend or Foe Michael Morpurgo 	Kensuke's Kingdom Michael Morpurgo 

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All whole class reading lessons are structured in similar ways. Each lesson focuses on one of the eight content domains. Any key vocabulary is shared and discussed, and the teacher and/or children read the pages as specified. The class then answer a modelled question, constructing a detailed response led by the teacher before moving onto independent questions. Occasionally children will be presented with a challenge question to explore other content domains or be exposed to a SATS style question. If answered correctly, the number of the question is highlighted in green, with any good examples identified. If the children have successfully achieved that content domain then it is also highlighted in green.

Content Domain 2g - Identify/explain how meaning is enhanced through choice of words and phrases

READ: p 33-39

VOCABULARY: squadron diabolical tenderly

MODELLED:

1.) What does p33 tell you about Grandpa's memory?

INDEPENDENT:

2.) Why is the food described as "diabolical"?

3.) The chapter finishes with "But that was all about to change.". Why do you think David Walliams has finished with these words?

CHALLENGE:

4.) How are the words "up, up and away" used in this chapter?

5.) Where have you seen those words before?



At Leigh, we provide opportunities for children to develop their skills in reading at school through:

Phonics lessons - Teaching the sounds of letters to make words. Children are encouraged to segment (break up sounds) and blend sounds (put them back together to read)

English lessons - Following the 'Literacy and Language' scheme, children's learning is often centred around a rich text provided in the anthology.

Whole Class Reading - This is a time for children to practise decoding, fluency and comprehension skills. All children in the group read the same text at the same time though individual pacing may vary.

1:1 reading - Children read books tailored to their decoding and comprehension ability.

Story time - Children have the opportunity to listen to a story being read to them. This highlights the importance of reading for pleasure and is based around the children's interests.

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All children take home reading books from Reception onward, with some children doing so in the Nursery if we consider them ready. The school has a wide range of books which are matched to a child's level of phonics ability. Our books come from a range of reading schemes, including Oxford Reading Tree, Pearson Bug Club, Collins Big Cat and Oxford University Project X. Children are given the opportunity to visit the school library. Our aim is to encourage our children to read and enjoy reading.

We encourage parents as partners in the development of reading skills and encourage all parents to set aside quality time to regularly read with their children. We also celebrate reading through events such as World Book Day and 'Share a Story' where families are invited into school to read.

At Leigh Church of England Academy, in conjunction with the aims of the National Curriculum, our reading support and teaching offers opportunities for children to:

- Become fluent readers who are able to use it as a key life skill for a successful future.
- Develop positive attitudes towards books so that reading is a pleasurable activity.
- Develop a range of reading strategies for approaching reading, using and applying phonological, contextual, grammatical and graphic knowledge.
- Read a varied selection of rich texts, gaining an increased level of fluency and understanding.
- Use reading as a means of gathering information to support their learning throughout the entire curriculum.
- Have opportunities to discuss what they have read with adults and peers

We are an inclusive school which ensures children and staff never stop learning; we set high expectations and aim to support individuals during every step of their journey to become confident readers.

