



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL

READING CURRICULUM STATEMENT

'Together with God, Making Learning a Life Long Friend'

At St Anne's we want children to have a love of reading. We expose the pupils to a range of texts - those that inform, persuade, promote discussion and those that are purely for entertainment. We would like to give children the opportunities to explore the range of books that are available so that they can successfully seek information independently to feed their love of reading and for necessity to gather information. We want children to be able to read for pleasure, choose books that interest them and give them the chance to discuss what they like and dislike about their chosen text. We believe that it is only through exposure to a range of books and reading material that children are able to decide what they enjoy and that they feel confident to try different books. We would like children to be able to enjoy playing with language and using it to entertain their readers as well as writing to give information using an appropriate range of vocabulary at a suitable level. We believe that reading is vital in enhancing children's vocabulary. The texts that they read and have read to them will expose them to a higher level of vocabulary. We believe that knowledge in one domain, such as vocabulary can be used across other areas. Children should know the skills of decoding and understanding a variety of texts. We offer a reading curriculum, that once completed, means that they are KS3 ready.

Teachers are asked to use the curriculum to ensure that objectives are taught appropriately for their year group. Where possible, we link our class texts to our topic as well as our writing. However, we feel that it is not suitable to force these links as learning is then not deep enough and texts are not necessarily rich enough to improve English skills.

Within reading we use several commercial schemes. The reason for this is to gain consistency within our learning across the school. The use of Read Write Inc (RWI) Phonics in Early Years and Year 1 is followed on by Read Write Inc Spelling in Year 2 through to Year 6. This allows children to have a systematic approach to learning phonics, all the way through to spelling when their phonics

knowledge is secure; children are then familiar with the process of the learning and there are no gaps. The formulaic and repetitive element of RWI allows children to learn thoroughly and with a clear pattern, deepening and reinforcing their knowledge.

Guided reading is conducted partially through RWI in Early Years and Year 1. In these year groups, we also undertake group reading sessions linked to the appropriate RWI level, focussing on key comprehension skills. The children who have not completed the phonics check at Year 1 continue with targeted RWI sessions as well as beginning guided reading at an appropriate level. From Year 2 upwards we use the commercial scheme Teach Hub to support guided reading. This allows children to be exposed to a text that they may then choose to continue as a book for enjoyment- this is decided by class vote. Teach Hub promotes love for reading: not much recording is expected of the children but there is a focus on new vocabulary, choral and echo reading and discussion around texts. Children get the opportunity within guided reading to discuss the text and examine other books, looking at blurbs and front covers. Children review and recommend books to each other. Reading Ambassadors are currently working on promoting this throughout the school.

The reading schemes that we use are varying ranges of the Oxford Reading Tree scheme, which is supported by Collins Big Cat books. We have a range of phonologically decodable books from Oxford Reading Tree to support Early Years and Year 1 in RWI. This scheme is not broad enough for our children so it is supported by other decodable books from Project X, Dandelion and Collins Big Cat. Alien Encounters and Project X are also used in the rest of the school to broaden the range of books available, but available to all and a vast range of traditional tales, adventure books and informative texts from the above providers. Once children have reached Grey RWI level within their reading, they move onto Accelerated Reader. They complete a Star Reader Assessment termly and this determines the ability of book that they can choose. Accelerated Reader allows the children to "quiz" after each book allowing staff to determine that children are being stretched but are also accessing the texts which they are reading.

Assessment at St Anne's for reading is by the commercial scheme NFER from Year 1 to Year 5 and with previous SAT's papers in Year 6. These are conducted termly and analysed at each assessment point. Reading assessment is supported by teacher assessment. This is recorded in an Excel spreadsheet whereby each reading objective is assessed per year group alongside the use of Accelerated Reader scores. Although reading is assessed formally in this way, pupil voice is

used to discuss the children's love of reading. A comparison is then made between teacher assessment and formal testing. In Early Years children are baselined on entry using the national baseline and an in-house baseline developed to suit St Anne's children. Children in Early Years are then teacher assessed on their comprehension and phonics half termly as well. Reading is moderated by the Reading Leads on a termly basis to ensure consistency across the school.

Reading for pleasure is given a high importance at St Anne's. World Book Day, Reading Week, Roald Dahl day and similar celebratory reading events are acknowledged in school by a range of activities including inviting parents into school to share books with their children, dressing up as their favourite book character, bringing in their favourite books, book swap events, book buddies, book fairs, making bookmarks or book covers etc. Children are read to by an adult several times a week as it is important that children hear, share and discuss high-quality (non-decodable) books.

On leaving St Anne's, children are above national averages in reading. In 2024, 86% of children reached at least the expected level in reading. Pupil interviews between SLT and a few children from each year group showed that children enjoyed reading,

"I get better at reading and I like reading at school. My favourite book to read is Horrid Henry, I read this with my Mum and Dad at home." Year 1 child.

"I like reading books at school from the reading corner. I like Pinocchio and I like reading different books that tell me things about the world." Year 1 child.

"I like reading Cinderella and The Lion King. I like Fred (the frog) because he jumps and he says words. I like reading the words." Reception child.

"I like reading because I like reading the adventure books. I like phonics because I get words right and then you give me new ones to read." Reception child.

"I like all types of reading and I like reading silently. I like people reading me a bedtime story and I like the teacher reading my work out." Year 6 child.

"I love reading, kind of like Matilda does! I love that I can pick my own books and read in my head so no-one can bother me. I love how reading tests my imagination." Year 6 child.

"I like being able to choose my own reading book and reading silently. I also like reading something that has a purpose." Year 6 child.

Children are enthusiastic about English lessons and speak keenly about the texts that they use in lessons and in particular, opportunities for speaking and listening.