



## St Stephen Churchtown Academy

### Teaching and Learning Principles

#### Subject: Reading



**Every child matters; every moment counts!**

#### **School Vision:**

Our school will be an exciting place to learn!

We will:

- nurture individuality
- develop independence
- support children to reach their full potential
- encourage learners to be resilient

#### **School Mission Statement:**

To work in close partnership with the children, their families and the wider community to develop:

- Curiosity
- Courage
- Creativity

#### **Subject Intent:**

We define curriculum as the totality of a child's experience at St Stephen Churchtown Academy. This includes not only what activities and learning they are immersed in but also the processes involved in how the child learns.

At St Stephen Churchtown Academy, we have developed a Reading curriculum which develops:

Curiosity: we expose children to a range of genres and authors

Courage: we provide ambitious texts using the recommended readers for each year group

Creativity: we develop strong links between reading and writing and encourage use of aspirational vocabulary gained from reading within their compositions

To ensure curriculum quality we have addressed the following:

At St Stephen Churchtown Academy we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. Every pupil will be encouraged to develop a love reading and will make the progress needed to meet or exceed age-related expectations. Pupils will be familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction and this range of stories, poems, rhymes and non-fiction will be chosen carefully to develop pupils' vocabulary, language comprehension and enjoyment. They will be able to comprehend and discuss the texts that they are reading in school and apply this across the curriculum and whenever they are reading for pleasure.

## **Subject Implementation:**

Information about this is detailed in the separate documents on Reading guidance and the subject action plan which include:

- A structured overview of texts to be used for whole class reading from Y1 to Y6
- The expectations in terms of frequency, lesson structures and the VIPERS approach
- Use of Booth reading texts which are cross curricular in KS2
- The organisation of individual reading – structure of class lists, frequency of hearing children read and the school reading challenge
- Reading for pleasure as a whole school approach with specific sessions dedicated to this, book corners including information on age appropriate quality texts and the reading of a class book on a daily basis.

## **Subject Impact:**

We aim for every child to be able to:

- become a lifelong reader, finding pleasure in their reading
- make progress in reading to become fluent, accurate readers who understand what they are reading both literally and through inference.
- have access to reading including a variety of genres

## **Skills Progression:**

At St Stephen, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

For further information, please see the subject overview grid and the skills progression document.

## **Teaching and Learning Expectations:**

- Lessons will promote a love of reading
- Activities/questions will promote curiosity
- A minimum of 3 sessions per week in KS1 and 4 sessions per week in KS2
- Regular opportunities for AfL through a range of activities

- Recall of prior learning – vocabulary, question types, common words, phonic learning

### **Working Walls/Displays:**

- Vocabulary
- Class book
- Examples of work linked to topic

### **Monitoring/Assessment:**

- PIRA tests – Y1, 3, 4, 5
- Summative Assessment - EYFS, end of KS1 and the end of KS2
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Work Scrutinies