



Reading

Curriculum Rationale

At Our Lady of Lourdes, we are readers! We want our children to love reading and value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. We want them to embody our Catholic core values. We all live by the school motto of:

“I can do great things with God’s love” – this is both spiritually and academically.

The reading curriculum has been carefully designed so that our pupils develop their word reading and comprehension knowledge and understanding to support confident speakers and writers. Quality texts are at the heart of our reading curriculum. Our Reading Spine supports this. Pupils are encouraged to read from a wide range of genres in all year groups from Nursery through to Year 6. We want all our pupils to remember their learning in reading in our school, to recall the experiences they had in years to come with happy memories of their favourite stories and embrace the opportunities with which they are presented. Children should see reading as “breathing in” the ideas that will inspire them to write.

Curriculum Intent

The English curriculum promotes the development of knowledge and skills in reading, writing and spoken language. We promote a love and thirst for learning and curiosity about the nature of reading and its necessity to everyday life. It provides challenge and empowers our pupils to become independent and resilient.

We want to equip pupils with ambition beyond the minimum statutory requirements of the English National Curriculum and prepare them for the opportunities, responsibilities and experiences of later life. The curriculum is planned with the intention to address social disadvantage and ensure that all pupils - including those with SEND – have an opportunity to engage with a challenging curriculum and achieve success. Any gaps in pupils’ knowledge are quickly identified and addressed to ensure that pupils are supported to meet the intended end points of the curriculum in reading.

Our Lady of Lourdes’ reading curriculum begins in EYFS. This foundation in Reading is based on the Early Years Framework: Literacy, Communication and Language and Understanding of the World educational programmes. The National Curriculum provides the skill and knowledge progression foundations, which we build upon to provide a progression of knowledge, skills and vocabulary. This ensures that the National Curriculum end points are met.

Pupils build on their knowledge and skills in different areas of Reading, such as skilled word reading where we aim to develop speedy pronunciation of unfamiliar printed words (decoding), fluency, prosody and excellent comprehension. This ensures they can read confidently to support learning across the entire curriculum. Pupils are taught to read fluently, understand extended prose and are

encouraged to read for pleasure. Underpinning all of this is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is at the core of our early teaching of reading.

At Our Lady of Lourdes, we believe that all our children can become fluent readers and writers. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression (a systematic and synthetic phonics programme), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Effective comprehension draws from linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world. We seek to develop comprehension skills through pupils' experience of high-quality discussions with the class teacher as well as exposure to a range of engaging stories, poetry and non-fiction texts. We actively promote reading to increase pupils' vocabulary enabling them to encounter words they would not necessarily hear or use in everyday speech. Reading also feeds pupils' imagination and transports them to another world! We seek to ensure that our pupils are able to read fluently, confidently and with enjoyment - as we develop a learning to read approach into a reading to learn experience. All pupils are encouraged to read widely across both fiction and non-fiction to further develop knowledge of the world in which they live, to establish an appreciation and love of reading and to gain knowledge across the curriculum. We firmly see reading as the "breathing in" to act as a vehicle for the writing we are then able to "breathe out".

The reading curriculum is progressively sequenced to ensure that pupils gain appreciation of the key foundational knowledge and concepts. This supports pupils to develop accuracy and prosody to become fluent readers and embed the strategies required for effective comprehension of texts. Through high quality text talk, pupils are able to articulate key ideas, consolidate understanding and extend their vocabulary leading to the development of inference skills. We seek to offer the consolidation of reading skills through cross-curricular opportunities such as, developing an understanding of vocabulary in science/history, promoting speaking, listening to the opinions and views of others when debating/discussing ideas, and reading for information across the curriculum.

We encourage our children to see themselves as readers for both pleasure and purpose. The Reading curriculum gives pupils life skills to enable them to develop culturally, emotionally, intellectually, socially and spiritually. By teaching Reading in discrete lessons and with purposeful links to other curriculum areas, pupils become confident, independent readers.

Diversity is embraced through providing a wide range of reading material and texts that reflect our local community and issues of the wider world that may affect our children's lives. Teaching materials are also adapted when necessary to ensure SEND and disadvantaged pupils can access all aspects of the same curriculum.

Curriculum Implementation

We develop our teaching staff to ensure that they are fully equipped with expert subject knowledge in order to support the delivery of the reading curriculum. Teaching is highly effective for all pupils. Teachers present the curriculum content clearly with high quality texts at the core, breaking down the skills for each lesson in each year group so that learning is accessible to all pupils.

The curriculum supports pupils to develop the key concepts and knowledge of the reading curriculum. Each lesson is carefully planned to build upon what has been previously taught from one year to the next.

The reading curriculum is monitored and based on findings; the reading curriculum is adapted to build upon the learning opportunities and assessment end points for each year group. This ensures progression and repetition in terms of embedding key learning, knowledge and skills.

Reading is the “breathing in” and writing the “breathing out.” We build lessons from the starting point of quality texts, which directly promotes the outcome for writing. Pupils can use their reading experiences to filter into their writing. Our reading spine provides the stimulus and motivation to support pupils’ writing enjoyment. Links across the curriculum are made with the texts chosen for each year group in school.

Pupils engage with core text studies, which explore authorial and contextual information to support prior learning alongside a strong focus on vocabulary.

The teaching of the English reading curriculum is planned and delivered to support pupils to transfer key knowledge into their long-term memory and therefore improve the progress they make. Essential vocabulary is identified within lessons.

Whilst delivering the curriculum, teachers are constantly checking to ensure that pupils are learning the necessary knowledge and identifying and addressing misunderstandings. Assessment is used as a tool to support pupil learning.

Curriculum Impact

Assessment informs learning to ensure that all pupils including disadvantaged groups and those with SEND achieve highly and acquire the knowledge, skills and concepts they need to succeed in life. Staff use assessment information to inform their short-term planning and address misconceptions. This helps us provide the best possible support for all of our pupils. Essential knowledge, skills and concepts in reading are progressive and build year on year.

Our curriculum in reading leads to pupils’ successful learning. This is evidenced in the outcomes within books and practical work produced and in the end of Key Stage results. Pupils are well prepared for the next steps and stages of their learning due to the progressive and well-sequenced curriculum. As a result, pupils make excellent progress they know more and remember more as they move through the English reading curriculum at Our Lady of Lourdes.