



Dingle Community Primary Reading Curriculum



Intent

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the National Curriculum, drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

At Dingle Community Primary School, we value reading as a key life skill and are committed to providing children with a literacy rich environment, high quality texts and inspiring learning opportunities. For our children to unlock the whole of the academic curriculum, we believe it is essential that they become proficient readers.

Our aim is that children:

- Gain a lifelong enjoyment of reading and books
- Read accurately with fluency, expression and confidence
- Be able to respond to a variety of different texts

- Develop a deeper understanding of story language and vocabulary
- Enable them to explore new environments, cultures and people beyond their own experience

We endeavour to that all our children enter secondary school and adulthood with a love and stamina that ensures they continue on a lifelong reading journey.

Aims and Objectives of the Reading Curriculum

Reading is not simply the decoding of the words on the page but involves the ability to read, and understand, a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning. It has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should develop the following skills:

- To read aloud fluently and with expression.
- To read for meaning.
- To read a wide range of fiction, poetry and non-fiction material.
- To recognise vocabulary, grammar and literary devices in texts which can be used effectively in writing.
- To read a text critically and know how to improve it.

Implementation

Our Reading curriculum follows the National Curriculum 2014 and the non-statutory Reading Framework 2023. Reading is taught daily throughout the school. We recognise that reading is a highly interconnected subject, therefore teachers consider links between areas of reading in their planning across the curriculum.

Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Reception, Year 1 & Year 2

- We use Little Wandle Letters and Sounds SSP to teach phonics from Reception to Year 2. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- In Reception teaching begins in Week 2 of the Autumn term, so that children can make a strong start.
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

(See Phonics & Early Reading Intent Documentation)

- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last at least 10 minutes and take place at least three times a week.

We teach Reception, Year 1 & Year 2 children to read through daily reading practice sessions.

These:

- are taught by a fully trained adult to small groups.
- use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding
- expression & comprehension.
- These sessions will start in Week 4 of Reception. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- We continue to teach reading in this way for any children who still need to practise reading with decodable books.

KS2

English Lessons





English lessons provide the structure which enables skilled reading comprehension to be taught.

The role of the teacher is:


- to follow the school's policy with the aim of helping pupils to become strong independent readers;
- to model the act of reading through shared reading and to provide focused support through guided sessions;
- to assess the pupil's progress as a reader and provide explicit guidance for their development; to use reading as a means of locating information that pupils need to learn;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.

English lessons are taught using high quality texts which are rich and challenging; being beyond the current reading ability of the majority of the class. Through shared reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Fluency and reading with prosody are the key starting points, before pupils are taught how to use a range of skills and strategies to share their comprehension and understanding.


Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. In KS1, when modelling reading, the pupils are encouraged to join in where appropriate. In KS2, children usually have access to the text either individually or with a partner. They are expected to follow the text as the teacher models reading, before a number of strategies are used to encourage the children to read aloud.

Year Group	Scaffolded Reading 	Fluency Practice 	Extended Reading 	Close Reading 
1	✓	✓ (T3)	✓ (T3)	
2	Maybe used in group interventions.	✓	✓	✓
3	↓	✓	✓	✓
4		✓	✓	✓
5		✓	✓	✓
6		✓	✓	✓




(1) FLUENCY PRACTICE 


- **Activate prior knowledge** – make it explicit what prior learning this text is building on or may link to / model how this helps the reader (schema development) using metacognitive talk.
- **Explicit Vocabulary Development** - Challenging vocabulary is explored and if needed pre-taught at the start of a session. It is important not only to explain the words but to say them aloud, apply them and start to become fluent with them.
- **Modelled Reading** – A staff member models prosodic reading full of expression and life. They also model being an active reader – link to key strategy symbols.
- **Echo reading (if needed)** – focus on **phrase reading and text marking (in focus sessions only)**
- **Paired repeated reading** - Working in pairs, they take turns to read each other a section of the text and give each other feedback.
- **Reading for Performance** - Children present the text, whole class, in groups, pairs or individually, with a focus on communicating the meaning of the text through prosody.
- **Initial text discussion** – use our oracy strategies and a couple of key questions to help the children secure a fairly accurate initial mental model of the text you've read
- **AIM:** To establish meaning & a secure, if basic, mental model of the text – **THE GIST**

(2) EXTENDED READING 

- **Retrieval of text knowledge** – rapid recall and retrieval of the text from fluency practice
- **Explicit Vocabulary Development** – see session 1
- **Whole Class Shared Reading** – 4 different ways depending on current reading capabilities of the class. Staff model reading 'think alouds' at suitable moments in the text.
 1. **Teacher reads, every child tracks the text.**
 2. **Control the Game** – Children selected by the staff member read a few sentences aloud with the rest of the class tracking, ready for when their name is called. Staff also take a turn to model prosodic reading.
 3. **AIR** – Accountable independent reading. Children read silently (using their performance voice) in short bursts that are carefully managed by the teacher. There is always a summary or question focus for a section of text. Often interspersed with 1 or 2.
 4. **Extended AIR** – summarising or questions to test understanding after longer periods of silent reading.
 - **Book Talk based on Questioning the Author** – identify key stopping points for clarifying, summarising or exploring the text, then use questions and talk tactics to generate discussion but remember the majority of this session should be spent physically reading. Short focused writing tasks will at times be appropriate here.
- **Approx. 2/3 reading to 1/3 discussion in this session.**

(3) CLOSE READING 

- **Retrieval and summarising of text knowledge from sessions 1 and 2**
- **Explicit Vocabulary Development** – see session 1
- **Repeated rereading and discussion of the chosen short extract** – Children may echo read and briefly partner read to improve prosody. Following this, each reread will have a specific comprehension focus e.g. use of rhetorical questions/ character development NOT simply inference. Staff can use this opportunity to briefly model specific comprehension strategies
- **Independent / paired or group work around a specific element of the 'close read' text (following guided practice/faded support)** – e.g. drama / writing / emotion graph / character impression questions
- **Detailed discussion and feedback** - Children share 'work' based on their close read – discuss as a class and provide feedback. Children to make improvements where appropriate.
- **Reading for Performance (if time allows)** - Children present the close read text, in groups, pairs or individually, with a focus on communicating the meaning of the text through prosody.
- **Approx. 1/3 reading to 2/3 discussion in this session.**

SHARED READING / THE CLASS READER 

- Shared reading (of your class reader) should happen daily in a dedicated afternoon slot – it is primarily a reading for pleasure activity and should focus on the enjoyment of sharing a great book together: you should be very familiar with the text so you can model 'perfect' prosody.
- It is a time (c. 15-20 mins) to get lost in a story together and really develop children's love of literature.
- Echo reading and other fluency techniques can be practised here to great effect but should only be used occasionally to enhance the children's enjoyment of the text; do not let them detract from the flow of the story.
- Try and keep a track of books you have read together (and authors/illustrators) on your reading wall – refer back to this to develop links and compare texts/authors.
- Use this time as a way to introduce, model, practise and continually reinforce our key active reading strategies (but remember, don't slow down the story too much).



Key Stage 2 Reading Practice Sessions

Key Stage 2 Reading Session Outline

Once children are able to decode and read fluently, the focus moves to comprehension. In addition to the teaching of comprehension during English lessons, children from Year 2 to Year 6 take part in 30-minute, whole class reading sessions using Reading Plus. All teachers also use the 'Reading Progression of Conceptual Knowledge' document to ensure high level questioning and comprehension with a variety of text types.

Home reading

Reception & KS1

- A decodable reading practice book is taken home (and/or available via online platform) to ensure success is shared with the family.
- Reading for pleasure books, chosen from the school library, also go home for parents to share and read to children.
- We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

KS2

Children have a timetabled slot for the school library. Children choose reading books to read both in class and at home.

All children have home/school reading records to record their reading journeys.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Dingle Primary and our local community as well as books that open windows into other worlds and cultures. Each class has carefully selected books for their English lessons (See Canon of Books documentation) and each class has a large box of carefully selected high quality, EEF recommended books to 'dip' into.
- Classroom books are displayed in an inviting way to encourage a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, local library visits and workshops, national events etc).

Impact & Outcomes

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing support
- weekly in the Review lesson in phonics to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks for children still following the phonics programme to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- termly for children who are fluently able to read and have left the phonics programme.
- and scrutinised through an assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.
- Children in Year 6 sit the SATS Reading Test.