

At Edward Pauling Primary School, we aim to provide a high-quality reading curriculum starting with the fundamentals of phonics, giving all pupils a strong start to support them in developing a lifelong love of reading.



## Intent - We aim to...



Deliver a high-quality phonics programme enabling pupils to become fluent readers.

Introduce new learning in manageable steps that builds on current skills and knowledge from previous learning.

Ensure that reading is a transferable skill and pupils are able to comprehend and have access to texts across the curriculum.

Explicitly plan for the use of high quality books and resources to support broadening the cultural capital of all pupils.

Create a culture where children love to read and can express their thoughts and ideas clearly and creatively.

Encourage pupils to read for a range of purposes and encourage a love of reading.



## Implementation - How do we achieve our aims?

### Our Curriculum

Reading is at the heart of our curriculum at Edward Pauling Primary School as it enables children to access our entire curriculum independently. We use high quality fiction, non-fiction and poetry to engage and inspire our children. The **fundamentals** of reading are taught from the beginning in Early Years through: rhymes, songs and stories. Our children are then formally taught phonics during daily Read, Write Inc. sessions. Once they are **confidently blending** and **reading at pace** teachers focus developing their understanding and comprehension skills.



Reading for Practice



Reading for Meaning



Reading for Pleasure

### Key Stage Two

Any child who has not met the expected standard for phonics will continue to participate in daily Read. Write Inc sessions. From Year Four, any child who needs additional phonics support will develop their phonics knowledge by participating in RWI Fresh Start. Children are **assessed** and organized into small intervention groups where they will receive **tailored support** that will best help them to keep up with their peers.

Core Principles



Daily Reading



Support for Catch Up



Access to Appropriate Books



Strong Vocabulary Development



### Strong Foundations

In Nursery, children begin by engaging in **listening activities** to help them identify sounds within words. Beginning in Reception and throughout Key Stage One our children are taught phonics daily, in small groups, following the progression outlined in **Read Write Inc**, our SSP (Systematic Synthetic Phonics). Children apply the phonics sounds they have been taught to read and write words and sentences. Vocabulary is taught in the context of the books the children are reading along with any green words (words that are broken down into known graphemes and red words ( words that can not be broken down into known graphemes) that are contained in the text.



### Development of Key Skills

At Edward Pauling, we believe that **language** provides the foundation of thinking and learning and so we ensure that all classrooms are language-rich, with children engaged in high-quality dialogue. Opportunities are created for **meaningful conversation**, discussion and talk around learning. New vocabulary is taught in the context of text that the children are familiar with, this approach supports in building fluency and comprehension. Phonics sessions focus on both word reading and comprehension to allow children to gain the skills and confidence they need to become independent and enthusiastic readers.



## Implementation (continued)



### Reading at Home

We support our children by encouraging the **love** of reading in and out of the classroom. Children take home a range of books including ones that are closely **matched** to their current reading level and a leisure book to share with family members at home. We hold workshops throughout the year to **support** parents and carers to best help their children in phonics and reading at home.



### Quality Texts

At Edward Pauling we have a wide and diverse range of books available to all our children. All classrooms are stocked with high quality texts for children to read from and are regularly updated. High quality texts are selected to aid in the delivery of the English curriculum giving children a deeper and more meaningful **understanding** of different text types, authors and world culture. These carefully considered texts also act as a starting point to stimulate writing.



### Strong Vocabulary Development

Children's vocabulary is a **conscious** choice that teachers make by exposing children to a range of high-quality texts during English units of work, guided reading sessions and daily teacher led story times. As a result, vocabulary is taught in **context** and **applied** during purposeful activities.



### Love of Reading

We promote a culture of reading for pleasure at our school which is **celebrated** in many ways, for example: every Friday lunch time a book club is run which is open to all children across the school and children in Year Five and Six have the opportunity to participate in a book club supported by Hounslow Library Service.



## Impact - How will we know we achieved our aims?



Children can remember more and do more and have the skills and knowledge to access the whole curriculum independently and transition to secondary school with confidence.

Children are imaginative and use ambitious vocabulary and figurative language.

Children can communicate effectively and can articulate themselves well.

Children are actively engaged in book talk, and inspired by the texts that they read or have listened to. Children want to be part of a book club.

Quality professional development further enhances the opportunities given to children resulting in stronger pupil outcomes.

Children actively read for pleasure. Staff enthusiastically share texts and show themselves as readers.



### Story Time

At Edward Pauling Primary School, all children are **read to daily**. Texts are chosen by the class teacher according to the interests of the children and may not necessary be decodable by the children being read to. Furthermore, we aim to promote authors that are not known to the children. We believe that it is vitally important that children have the opportunity to hear books read in a storyteller voice and by an **expert reader**. We aim to develop and install a true love of reading.



### Tutoring

Each half term, all children who are part of Read, Write, Inc sessions and Fresh Start are **assessed** and their progress is tracked. Any child who is identified as needing extra support will receive additional 1:1 **intervention** in the afternoon. Tutoring sessions focus on any gaps of learning that have been identified- we ensure that all children keep up rather than catch up



### Rigorous and Consistent Spelling Teaching

As part of daily **Read, Write Inc** sessions children in Reception and Key Stage One are taught to apply their **phonics knowledge** to spell decodable words alongside the teaching of red words. By the end of Year Two and throughout Key Stage Two, children are taught to apply **spelling rules** taught in spelling sessions throughout the week. Teachers follow the progression outlines in **Spelling Shed**. **At home**, children are assigned weekly activities to complete online using spelling shed or the RWI portal.