

Reading (including Phonics) *on a Page*



Intent: How Reading contributes to our school's vision

At Lady Boswell's, the Reading Curriculum provides a unique opportunity to contribute to the school's vision and achieve our 'seven gifts'. Our Reading curriculum is designed to foster a deep love of literature, exposing pupils to high-quality texts and developing their language and literature skills to the highest standard. We aim to develop fluent readers who can confidently decode words and comprehend texts, building a solid foundation for learning across all areas of the curriculum. Through building oracy and providing rich language experiences, we empower children to build an expansive vocabulary and become articulate **communicators**, **effective collaborators** and **thoughtful leaders**, who are inspired by the world around them. We intend for our pupils to use the 'world of books' to broaden their horizons and experience the true **diversity** of places and people further from home. Our Reading Curriculum seeks to spark our pupils' **curiosity**, **creativity** and imaginations, nurturing a lifelong love of books and a desire to explore new ideas and concepts. We strive for **academic excellence**, ensuring every child achieves their full potential, is well-prepared for their future learning journey and can **positively contribute to wider society**.

English
Golden
Threads



Word Reading



Comprehension



Transcription



Composition



Spoken
Language



Vocabulary,
Grammar and
Punctuation



Implementation: How the curriculum is organised

At Lady Boswell's, we follow and deliver the National Curriculum through the teaching of both Phonics and Guided Reading.

Our Phonics curriculum follows the Little Wandle (Letters and Sounds revised) programme—DfE approved. Phonics is taught through short daily lessons that follow a clear progression, building children's knowledge of letter-sound correspondence and fluency in word reading.

Our Reading curriculum is delivered through daily Guided Reading lessons. In EYFS and KS1, pupils read and re-read phonics-matched books, in line with their progressive Little Wandle phonics learning. In Year 2, and across KS2, pupils use Literacy Shed Plus's Reading VIPERS progressively to explore and comprehend a range of text types and whole-class books.

EYFS

Our Reading curriculum builds upon the skills developed within the Early Years, as outlined in the Reading Early Learning Goal. Children will enter Year 1 having learnt the phonic knowledge outlined in Phase 2, 3 and 4 of the Little Wandle (Letters and Sounds revised) programme. Through daily Phonics and Guided Reading the children will have developed their blending skills to confidently read aloud simple sentences and through sharing stories regularly, children will be able to talk about and demonstrate an understanding of what has been read in class.

Vocabulary

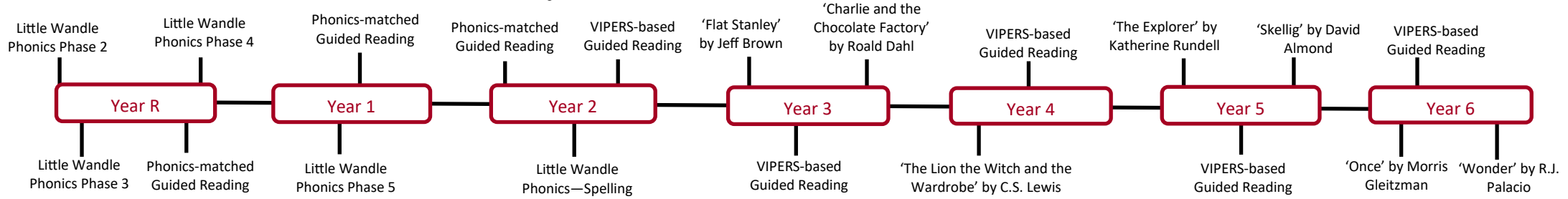
Through the Little Wandle phonics programme, children are taught discrete terminology to support their understanding and application of phonics. This includes grapheme, phoneme, blending, segmenting, digraph, trigraph and split-digraph. The VIPERS acronym (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/ Summarise) also ensures consistent use of terminology when reading and comprehending texts from Year 2 to Year 6. Texts and books read across the school are carefully chosen to support pupils in developing a wide and rich vocabulary, enabling pupils to make links to other areas of learning and the wider world.

Including all learners

Teachers are responsible for ensuring all pupils are supported and challenged in Reading. This will be achieved through appropriate book selection, questioning, task design and QFT (quality first teaching), utilising the NASEN subject-specific guidance. Teachers work with Subject Leaders and the SENCo to ensure pupils receive the appropriate support with their Phonics and Reading skills. This can include structured intervention programmes such as Little Wandle 'Daily Keep-Up', Little Wandle 'Rapid Catch-Up', 'Lexia' and 'Nessy'. Pupils also receive support with their word reading fluency and comprehension through 1:1 reading opportunities, where phonics-matched books and/or high-interest low-level books are utilised, and group-based Reading interventions.



Reading and Phonics Learning Journey



Enrichment and Cultural Capital

We actively plan experiences and run initiatives across the year to encourage our pupils to foster a love and enjoyment of Reading.

This includes off-site trips to Sevenoaks Bookshop and Sevenoaks Literary Festival events, as well as author and poet visits. Our EYFS and KS1 children enjoy 'Surprise Reader' visitors fortnightly and every class enjoys daily 'Class Reader' time.

We run whole-school Reading events such as World Book Day, the Travelling Book Fair, Poetry and performance assemblies and Reading-based fundraisers, such as Read For Good's 'Readathon'. Pupils enjoy class-based events such as 'Reading Campfires' and 'Reading Challenges'. We also hold our annual 'Book Fortnight' where all pupils engage with Writing, Reading and Art projects, based upon a whole-key-stage or whole-school book.

Pupils enjoy a wide range of books, texts and authors across the school, ensuring a diverse range of authors, characters, settings and plots, broadening their knowledge, understanding and appreciation of the wider world.

Assessment

Formative assessment of pupils' Reading and Phonics attainment takes place across all Reading and Phonics lessons. Teachers observe and note pupils' outcomes, adjusting daily planning and provision accordingly.

Summative assessment of Reading and Phonics also takes place. Little Wandle phonics assessments are conducted for all pupils six times per year, with the Little Wandle assessment tracker utilised to inform planning 'review' weeks and targeted support. Teachers assess pupils' reading attainment using the progressive 21 Steps statements. This assessment is informed by pupil outcomes from Reading lessons and outcomes of NFER standardised assessment papers/SATs papers in Years 2-6.

Statutory summative assessments in Reading and Phonics also take place across the school: Phonics Screening Check (Year 1/2) and KS2 SATs Reading Paper (Year 6). Our Year 2 pupils also sit the optional KS1 SATs Reading Paper.

Ensuring Impact in Reading and Phonics

Subject Leaders will work alongside Implementation Team Leaders to ensure that the Reading and Phonics Curricula are implemented in line with the policy and continues to meet the needs of our stakeholders. This will be through pupil voice activities, book looks, monitoring of planning, lesson visits and developmental observations. They will work with Curriculum Committee Governors to carefully review Reading and its impact.

Impact of the curriculum



develop an expansive vocabulary



develop a love of literature



be confident communicators, collaborators and leaders



use fluent decoding and comprehension skills

The Reading Curriculum will enable our pupils to...



confidently access all areas of the curriculum, achieving their full potential



explore and learn about the diversity of places and people around the world



be curious, creative, imaginative individuals

