



Buckden CE Primary Reading Subject Guidance

Whole School Curriculum Intent

Every child is loved by God and is educated for wisdom, aspiration and global citizenship, to thrive in our community through a culture of dignity and respect. Their gifts, talents and wellness are cultivated with knowledge and skills to live life purposefully in all its fullness. In faith we 'act' 'For nothing will be impossible with God'. Luke 1:37

Intent

At Buckden CE Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through synthetic phonics, shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.



Overview of the Reading Framework 2023:

- Parents who engage their children in books prepare them to be committed and enthusiastic readers... those children who do not have this experience at home should be taught early and effectively so that their difficulties do not restrict their full access to the curriculum.
- Children who are good at reading do more of it; learn more and extend their vocabulary. Those who find reading difficult fall behind in all subjects and a vicious circle develops – implications from EYFS – KS1- LKS2- UKS2 and into KS3.
- National Curriculum programmes of study for reading reflect the model of 'The Simple View of Reading' – teaching both word reading and language comprehension. Both require different sorts of teaching – implications for schools.
- 'Putting in the reading miles' allows pupils to practise their reading, building experience with increasingly complex texts, gaining new language and developing fluency
- Getting talk right in Reception and key stage 1 – through a language-rich environment where pupils take part in conversations and discussions. Vocabulary underpins learning and back-and-forth talk is both modelled and taught.
- Children in Reception and key stage 1 need to be taught when to listen and know what good listening looks like. Teachers should help our youngest children to articulate their ideas into well-formed sentences (through scaffolding, extending and developing their ideas).
- Poetry, stories and non-fiction should be chosen carefully for Reception and key stage 1 classes. Schools should consider book corners as mini libraires and focus on selecting/displaying books and promoting the books in the corner. Every book in the corner should be worth reading aloud – consider 30 to 40 books and at the start of the academic year include 20 of the children's favourites from the previous year.
- The importance of the SSP programme and reading books which match pupils' progression in phonics.
- Developing fluency – as pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it. Both accuracy and speed are essential to be a fluent reader.
- Pupils who need the most support need to be taught using the school's chosen phonics programme. Emphasis on the importance of being a reader to access the wider curriculum and identifying that those who fail to read early on often start to dislike reading.
- Identifying the importance of assessing and reassessing those weaker readers frequently so that they can make the fastest progress.
- Teachers should understand what a skilled reader can do – implications for schools' reading offers
- Schools should provide different types of books to support pupils' reading development including: decodable books for learning to read; books for pupils to read independently; picture books including graphic novels; long and short 'page-turners'; literature; books for the wider curriculum and 'hi-lo' books.
- Developing a reading for pleasure culture requires schools to have a strategic approach which will nurture reading habits. Core strategies could include: adults reading aloud regularly in class; informal book talk; encouraging library use; providing time to read and sociable reading environments.



- Book clubs – time to recommend books to pupils- can supplement story time or become part of the English lesson. Guidance given to support promoting texts in book club sessions.
- Teachers need a good knowledge of literature and of their pupils as readers (teachers as influencers)– part of keeping subject knowledge up to date (Teachers’ Standards). Pupils should have opportunities to choose books that appeal to them – choice as a motivator.
- Reading across the curriculum – carefully selected texts to support knowledge and vocabulary to be learnt for each subject.
- Teaching reading in the English lesson – through ‘explicit instruction and conscious effort.’ Effective reading teaching needs to be planned carefully so it supports pupils to become confident readers.
- Reading lessons need to create readers, not just pupils who can read. Implications for schools to support pupils to construct a mental model of a specific text so that they understand its meaning.
- Texts chosen for reading teaching should include full novels that are read aloud.
- Key elements for teaching reading in English lessons are: teacher reading aloud; pupils reading; teacher’s modelling and explanations and questioning.
- The importance of reading whole texts without stopping for discussion is stressed – implications for schools for when this happens in teaching reading lessons.
- Teachers can model and explain in shared reading (whole class); in small group reading or reading with an individual.
- Understanding the difference between questioning in the reading English lessons to drive thinking and discussion or to assess. More emphasis on promoting discussion rather than teaching limited objectives – for example ‘we are learning to infer.’ Experienced readers draw on and use a variety of strategies all the time, not just one in isolation.
- Teaching reading in English lessons is not the same as preparing for the key stage 2 reading assessment. The teaching of reading should not be organised around the eight content domains for reading (these are for test developers). Organising the teaching of reading around the domains – including being shared as child-friendly language or a mnemonic – will restrict pupils’ access to the wider national curriculum and is likely to inhibit their enjoyment of reading. Schools should focus on fluency and developing vocabulary to prepare pupils for reading assessments of unseen texts.

Implementation

Cross curricular outcomes in reading are specifically planned for, with strong links between the English curriculum and the sustainable development goals, enabling further contextual learning. Planning is informed by and aligned with the national curriculum.

Planning, Assessment and Marking

These are carried out in line with the School’s Planning, Assessment and Quality Marking and Feedback policies.

Time Allocation

Reading is timetabled daily, whether it be in a phonics lesson, sharing a class reader, in an English lesson or a foundation subject lesson, reading is at the heart of all our learning.



Impact

Our Reading programme is high quality, well thought out and is planned to demonstrate progression – from phonics in Early Years and Key Stage 1 to fluent readers, reading for pleasure in Key Stage 2.

Rights respecting the child

Buckden is a Rights Respecting school and, as such, we ensure that we support and promote the wellbeing, participation, relationships and self-esteem of all pupils in Reading.

British Values

Children are taught about the development and importance of the rule of law, democratic leadership and individual liberty in our curriculum. They are also taught of the importance of tolerance and mutual respect through a diverse selection of fiction, nonfiction and poetry books.

Dyslexic Friendly School

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia. We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the maths curriculum and to all the activities of the school as all other pupils.

Culture Capital

In Reading, children are exposed to different cultures and the impact these have on modern day society. It creates an environment for children to think and raise questions about their lives and those of others, inviting them to think beyond their immediate surroundings. There are visits outside of school, to museums and visitors into school and we have close ties with the Buckden Library.