

St. Peter's CE Primary, Farnworth



Curriculum Policy Reading

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St. Peter's CE Primary, Farnworth

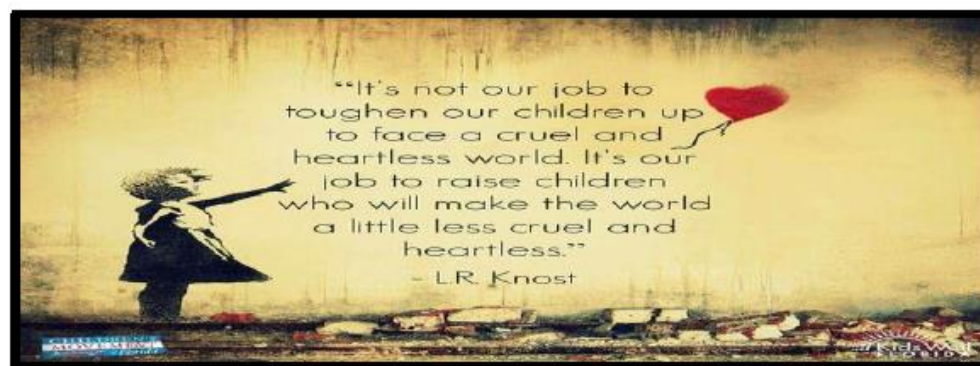


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is knowing who I am, what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

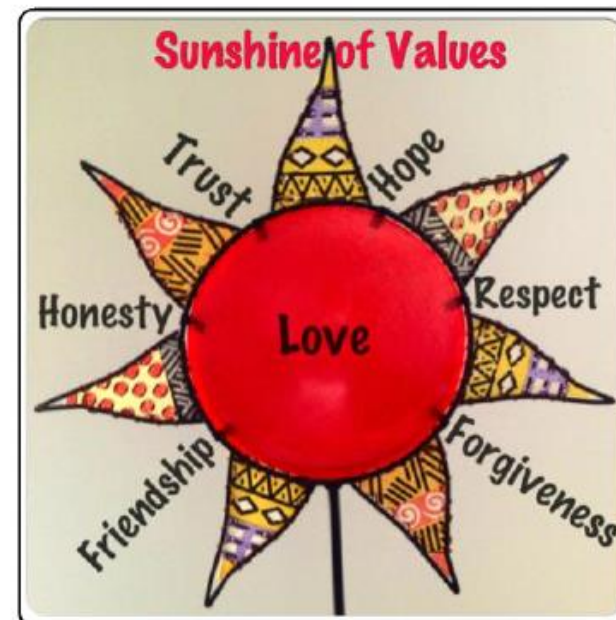
Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth <u>mindset</u> approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth <u>mindset</u> philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of Intent.

Curriculum Statement

The curriculum, in its widest sense, firmly underpins the schools mission statements and school motto of **“Learn, sparkle & shine...”**. Every pupil has access to a rich, broad, balanced and differentiated curriculum in order that the needs of all children are provided for, with regard to their abilities, gifts and talents. We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage which includes the seven areas of learning.

These are the 3 prime areas of physical development, personal, social and emotional development and communication and language and the 4 specific areas of literacy, mathematics, expressive art and design and understanding of the world.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & citizenship are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & shine...”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
- Have high expectations for all groups of children - Have strong subject knowledge - Promote independence - Promote confidence - Offer praise and encouragement - Are enthusiastic and positive about learning - Model good learning - Offer high quality conversation and talk	- Have a distinct knowledge base - Are purposeful - Are memorable - Are active - Are engaging - Are focussed - See children and teachers working as a learning team	- Develop basic skills - Meet children's individual learning needs - Broaden and extend experiences - Offer an opportunity to try new things - Are cross curricular if appropriate - Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate



5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Subject specific guidance

Curriculum design

Aim:

We strive to:

1. create a learning environment which will encourage children's interest in books, a love of reading and the formation of good reading habits from the earliest stages which will enable them to read for pleasure and for information throughout and beyond their school years.
2. ensure the development of children's reading skills to enable the children to read with fluency, accuracy and understanding to the very best of their ability.
3. ensure 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.

Objectives

To provide a structured reading policy, which provides opportunities for children to:

- Develop reading skills which demand the use of the various strategies of decoding - word recognition, phonics, syntax and contextual cues.
- Read a wide range of literature, to read with enthusiasm, for enjoyment and recreation in a variety of situations.
- Be involved in shared reading activities with other children and adults and to discuss what they have read.
- Read critically so that they become of the differences between belief, opinion and fact.
- Read so that they see the implication of what they read and respond to their reading in an appropriate way.
- Develop research skills to assist them to use books to find information and enhance access to the wider curriculum

The National Curriculum 2014 states:

"The programmes of study for reading at Key Stage 1 and 2 consist of 2 dimensions:

- Word reading;
- Comprehension (both listening and reading)

It is essential that teaching focuses on developing the pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the key to understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners when they start school".

- **At St Peter's children access the 'Little Wandle' phonics programme upon entry into Early Years and continue until completion (usually and commonly by the end of Year 1). Those children who do not complete and do not successfully achieve the Key Stage 1 standard in the phonics assessment receive intervention in Year 2 (either one to one or small group).**

Good comprehension draws on the linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' high quality discussion with the teacher, as well as reading and discussing a range of stories, poems and non-fiction.

- **At St Peter's all children are explicitly taught how to comprehend. From Year 1 to Year 6 children have regular reading comprehension lessons where they are explicitly taught comprehension skills.**
- **All children from Year 1 - Year 6 participate in regular guided reading lessons; some group and some whole class.**

"All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to gain knowledge across the curriculum".

- **At St Peter's reading is used a tool in many other subjects with the use of text both on and off screen to help the children to learn about the world in which they live;**
- **Children have access to a reading scheme and class libraries to help them to choose books which inspire and motivate them to read;**
- **High quality class novels are used for pleasure and as a teaching tool;**
- **Children are guided to high quality texts through the School Reading Incentive, which is displayed in each class**
- **Children are rewarded in Key stage 1 with stickers and bookmarks as an incentive to read at home;**

Planning

The long term curriculum overviews indicate which texts are to be covered each term, within each cohort. These texts have been carefully chosen to link with relevant topics, themes or Science in order for children to make pertinent links and develop their vocabulary.

- Each class plans for their Guided Reading on the English weekly overview
- Reading comprehension is planned for on the weekly literacy overview
- Phonics – Phonics Play plans are followed which are based on the Letters and Sounds scheme of work.
- There is poetry spine with an expectation that children learn about and explore a range of poems over the year.
- There is an expectation that non fiction reading takes place in discreet reading lessons and in Science, History and Geography lessons.

Curriculum coverage and progression of skills

All children are entitled to high quality teaching and learning of reading. This is developed through:

- Regular independent reading – either individually, in groups or pairs
- Home and school reading
- Listening to books being read by an adult or peer
- Selecting their own choice of text – fiction & non-fiction
- Shared reading
- Guided reading
- Reading Comprehension
- Phonics

- In some cases, catch up literacy programmes such as Toe by Toe
- Reading Express- parental support for reading at home

Our school practices are described below.

Shared Reading

In reception and year one the weighting is towards reading over writing in the literacy lesson. This balance changes towards an equal balance at the end of KS1, as the children progress up the school the balance will tip towards writing. However we see this as a guide only which teachers will adapt from time to time according to the needs of the children. If reading is not secure it must take priority. Teachers are expected to read to children on a daily basis.

Key Stage 1: The literacy teaching sequence provides time for the teacher to read with the class, focusing on comprehension and on specific features eg word-building and spelling patterns, punctuation, lay out and purpose, the structure and organisation of sentences. Shared reading provides a context for applying and teaching word level skills and for teaching how to use other reading cues to check for meaning, and identify and self-correct errors. Shared reading, with shared writing, also provides the context for developing pupils' grammatical awareness, and their understanding of sentence construction and punctuation.

Key Stage 2: Shared reading is used to extend reading skills on a weekly basis during the reading comprehension/Guided reading literacy lesson. Children will be taught how to understand the structure of different text types. How to interpret and infer meaning and how the author using words for effect.

At both Key Stages, because the teacher is supporting the reading, the pupils can work from texts that are beyond their independent reading levels. This is particularly valuable for less able readers who gain access to texts of greater richness & complexity than they would otherwise be able to read. This builds confidence & teaches advanced skills which feed into other independent skills.

Reading Comprehension

Children learn to read for meaning from the very earliest stages. Building in opportunities for children to **talk about text** is critical, as is the use of questioning, oral and written. Comprehension skills are developed through the whole curriculum. Opportunities to develop these skills are in our teaching of reading in the Literacy lesson and in foundation subjects.

Talking about stories and books is essential to the development of children's reading, vocabulary extension and language development. Questioning the children about the text can take a number of forms - oral questions, written, modelling, cloze, etc which take the children beyond a literal understanding into interpretative and critical response to the text.

Staff are asked to provide children with regular opportunities to focus on the VIPERS skills in their reading lessons. VIPERS is an acronym for:

Vocabulary

Inference

Prediction

Explain

Retrieval

Summarising

Lessons are structured around developing these skills.

Guided reading- whole class or small group

All children from years 1 - 6 participate in guided reading sessions weekly. This is conducted in the form of a reciprocal reading approach where the teacher/TA structures the dialogue throughout using the 4 key elements of:

- Clarifying;
- Predicting;
- Summarising;
- Questioning.

Staff are asked to provide children with regular opportunities to focus on the VIPERS skills in their reading lessons. VIPERS is an acronym for:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieval
- Summarising

Lessons are structured around developing these skills, using our progression in reading document.

Reading lesson expectations

- VIPERS should be displayed
- Use correct terminology
- Recap previous learning identifying VIPER
- Vocabulary- pre teach in advance or teach and teach in context; find a balance between words children really need to understand and those that they can be told quickly
- Have visuals ready to support vocabulary understanding
- Read first for enjoyment and analyse after
- Model reading- intonation and fluency
- Continue to use reciprocal reading strategies to explore the text
- Identify a specific learning focus for the lesson that will be taught and modelled, other skills to be revisited when appropriate
- A range of activities to be offered over the term

Teaching and learning within Reading at St Peters

Warm up/Can you still?

At the beginning of lesson is the starter or warm up as provides opportunities to sharpen skills and revisit knowledge that has been previously taught. It is an opportunity to reinforce concepts that proved difficult for the children or to remind them of key skills that are needed. This part of the lesson should be very clear and allow for individual practise. Different activities should be used across the week.

Whole class teaching

Reading comprehension/Guided reading

During the main part of the lesson it is vital that consideration is made of the key principles of instruction that are taken from Barak Rosenshine and detailed on pages 9 and 10. These should include, amongst others:

- Activation of prior learning,
- Clear and explicit teacher led instruction
- Modelling of key concepts with appropriate concrete or visual prompts
- Guided practice
- Opportunities for independent work

Teacher's should also use high quality questioning techniques to elicit children's understanding, clear teaching of key vocabulary, opportunities for paired and group work as appropriate and a time for reflection or summing up key learning at the end of the session.

Reading lesson structure

- Recap previous lesson
- Introduce focus of lesson
- Pre teach new vocab in context of a sentence- 3/4 words
- Read- Share the text, using reciprocal reading strategies
- Read
- Clarify
- Question
- Summarise
- Teach- demonstrate a skill
- Explore skill in context of the text
- Complete activity

3,2,1 Reading Interviews

These are used for all children in school, they are used to develop independent reading and home/school reading. It is essential in enabling the class teacher or TA to monitor a child's progress.

- Diagnosing specific difficulties.
- Encouraging the child to think more deeply about what he/she is reading through effective questioning;
- Encouraging parents & child through reassurance and support.

All teachers and TAs have a comprehensive list of how often each child should read. This is decided through a number of factors:

- How often the child reads at home;
- Where they are in their learning
- Additional support and help that the child might need to either make progress in their reading, or help in engagement with reading.

Children who are working through Letters and Sounds, are also given a phonics reading book. They also have flashcards to practise at home linked to the staged book they are on and phonics phase. Staff highlight words that the children can read once they have read them fluently 3 times. This record is kept in the class reading file for each child. Teachers are responsible for the overall progress of their children and are expected to read 1:1 with children at least once every three weeks.

Phonics

Intent

At **St Peter's CE Primary School**, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the **Little Wandle Letters and Sounds Revised Progression**, 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, most of our children are able to tackle any unfamiliar words as they read. At **St Peter's**, 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.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Staff follow the Little Wandles planning and structure which includes a weekly review session.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
 - 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.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.

Impact

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 Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

- Summative assessment is used:
 - Every six weeks 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. A heat map is then created to identify the gaps for individual children. Flash cards are then created for children to use in their 1:1 reading sessions and the sounds are sent home for parents to reinforce the learning in school. These sounds will then be retested before the next assessment week.
- The Little Wandle Letters and Sounds Revised placement assessment is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 and 3 are assessed through:
 - Their teacher's ongoing formative assessment
 - The *Little Wandle Letters and Sounds* placement assessment
 - The appropriate half-termly assessments.
- Children in Year 4 – 6 who still need reading support will be monitored individually and provision will be put in place to meet their needs.

National Curriculum

Rationale behind chosen content and timings

The content of the Reading Curriculum is set by the 2014 National Curriculum and the objectives contained within the programmes of study. As a school we use these to define our teaching and stay within the objectives for each year group providing depth and breadth of experience before moving forwards.

Lesson content and the next steps for learning is determined by the individual class teachers and where their class are currently achieving and needing more support. Lessons build on prior knowledge from previous year groups and this continues throughout the year developing children's skills and understanding further. Areas that are identified as a weakness from termly assessments will be prioritised by staff and focused upon in the next term.

Reading across the curriculum

Children are expected to read non fiction texts in Guided reading, Science, History and Geography. The aim of reading in the wider curriculum is to embed tier 3 vocabulary and so that children are exposed to new vocabulary in context. There is an expectation that children are exposed to texts in Science, History and Geography on at least two occasions each half term, in each subject.

Assessment

Assessment of children's reading is on-going. Children read books on the reading scheme at an instructional level and progress through the scheme. This is a useful gauge of the child's reading development. The target setting analysis is a valuable part of the formal and in formal assessment processes. Children's progress is tracked through the use of termly summative assessments from Y1 – Y6. Children in Year R under take PiPs testing in which there is a reading element. Children in

Year 1 undertake a national phonics screening test to ensure progress in phonics. This is administered in school using government documentation.

Children are assessed on:

- Their reading attainment stage
- Their comprehension and understanding
- Their ability to respond to what they have read.

Assessment methods

- Listening to the child read on a regular basis, both individually and in guided reading.
- Setting modelling and writing exercises which require the child to think about and interpret the text.
- Reading comprehension exercises
- Salford Sentence reading test (in January and June)
- Opportunities to discuss the text with the teacher and their peers.
- SATS and other published assessments
- PiPs Assessment in YR
- Phonics assessments termly
- Phonics screening assessments for children who did not pass in Year 1 (Autumn and Spring assessments take place)
- Word reading in 1:1 reading – each child has a word book in Reception and Year 1 (any children still on Phonics in Year 2 also have one). The words are sent home on flashcards. When they can read them fluently 3 times, the word is then highlighted in their word booklet which is kept in school.

It is important that comprehension is also checked by:

- Child retelling the story to the teacher or recorded;
- Child using roleplay with other children also familiar with the story;
- Various reading or writing activities;
- Talking with the child during and after reading a book, using literal and inferential questions.
- Pictures/modelling exercises based on reading.

Organisation of resources

Children are encouraged to become independent learners. All classrooms have a range of resources available to effectively carry out the tasks set. Children are made aware of where resources are and how to find them, use them and replace them.

As children mature and gain in confidence they are given the opportunity to select the resources appropriate to the tasks that are set.

There is a bank of phonics resources available for staff and each staff member that teaches phonics has their own phonics teaching box which is transportable.

Use of ICT

We recognise that the use of ICT can vastly enhance the teaching of maths and there are many worthwhile apps and programs that staff use. Staff regularly use interactive programs to demonstrate and model key concepts as this enables children to have a stronger and clearer understanding of what is being taught. When appropriate, the children will also produce or present their work using ICT if the teacher feels that this is the most effective way to learn.

Role of the subject leader ([link to subject leadership policy](#))

- Work with the class teacher to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their children.

- Organise resources and making them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.
- Liaise with other subject leaders to develop links between and across subjects.
- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend courses/conferences to learn about new innovations in maths across KS1 and KS2.
- To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECT's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

Maths

Reading of word problems and questions

Cross-curricular links**Science**

Reading across a range of topics to further develop knowledge and vocabulary

Literacy

Use of whole class novels

Guided reading

Reading comprehension

Phonics

1:1 reading

History

Reading across a range of topics to further develop knowledge and vocabulary

Reading**Art/DT**

Reading and research across a range of topics to further develop artist knowledge

RE

Reading across a range of topics to further develop knowledge and vocabulary

Geography

Reading across a range of topics to further develop knowledge and vocabulary

Music

Reading around musicians and the reading of notes

MFL

Reading text in French

PE

