



## The 'Reading' Curriculum at North Nibley C of E Primary: A statement of intent



At North Nibley, it is our intention to support all children in becoming confident, fluent readers who are able to comprehend a range of diverse texts. We firmly believe that reading is a life-long skill that is the key to accessing to the entire curriculum. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. At North Nibley, we encourage a love of literature through; widespread reading for enjoyment, book-based initiatives, engaging book areas, online book reviews and access to our whole-school library.

Phonics is an integral part of our reading curriculum. From the first week in Reception, children begin to learn the Phase 2 sounds using the DfE approved scheme 'Essential Letters and Sounds'. Phonics is taught on a daily basis in EYFS and KS1 using a systematic, synthetic approach, which is rich in oral blending and sounding out. Children work through the different phases, learning and developing their phonics sounds and knowledge. Children build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes). Children's progress is reviewed in week 5 of every term to ensure all children keep up, rather than catch up.

Children who do not achieve the expected standard in the National Phonics Screening Check will continue to receive personalised interventions to focus on their area of need, whether that be oral blending or GPC recognition. Other children, with a range of vulnerabilities, are also included in our 'catching up and keeping up' approach. All members of staff at North Nibley are fully trained in delivering the ELS programme to ensure total fidelity to the scheme.

We use newer Oxford Reading Tree books throughout our school, which are banded and matched to all reading ages. Children will work through this reading scheme beginning with decodable readers in Reception and Year 1 to support the application of their phonic knowledge. Children of all ages have access to our reading scheme. Regardless of ability, children are expected to read regularly at home, with parents making comments in their child's reading record.

From Year 2 onwards, the VIPERS approach to comprehension is introduced, ensuring that children also benefit from a rich understanding of the texts studied. This may be through whole class reading, year group reading or guided reading. Reading aloud together is an integral part of our teaching, and replicated in our 'Talk for Writing' approach. We emphasise the importance of background knowledge; encouraging children to draw upon their prior knowledge to help them better understand a text. We also encourage children to think critically about texts and encourage them to share their own opinions and thoughts on subject matters that may arise.

Our writing units are planned around high-quality, diverse texts that introduce children to rich new vocabulary, whilst teaching them the essential writing skills. Our reading spine continues to develop, with careful consideration to its composition given by each class teacher. These provides all classes with the time to listen to and enjoy texts. We aim to provide reading opportunities (fiction and non-fiction) linked to our foundation subjects in all year groups.

We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers with thirst for reading a range of genres and participating in discussions about books.

Abi Tyers, Subject Leader, July 2022, adapted in October 2022.