



## Reading Curriculum

### Intent, Implementation, Impact Statement

Intent	Implementation	Impact
<p>It is our over-arching intention that pupils at St. Augustine's <b>school flourish and grow in the footsteps of Jesus.</b></p> <p>Reading is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond.</p> <p>Our curriculum has been designed to ensure that pupils have opportunities to develop a love of reading. Our aim is to ensure that pupils gain a thirst for reading a range of genres and participating in discussions about the books; exploring the language used by different authors and the impact the written words have on the reader.</p> <p>Our curriculum has also been designed to ensure that pupils not only read for pleasure but to use books to research and gather new knowledge to extend their understanding.</p>	<p><b>Reading is an important part of our curriculum and is an integral part of all of our lessons. At St. Augustine's Primary we teach reading through:</b></p> <ul style="list-style-type: none"> <li>• <b>Discreet comprehension lessons:</b> At St Augustine's Catholic Voluntary Academy, we teach lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils are taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text.</li> <li>• <b>Class reading Lessons:</b> At St Augustine's, we encourage our pupils to read for pleasure and to read widely. In these lessons, pupils explore a novel/book, developing their reading skills and their ability to understand the author's intent, as well as making connections and links to their own experiences. Discussion and critiquing are key aspects of these lessons.</li> <li>• <b>Reading across the curriculum:</b> At St Augustine's, we maximise opportunities for pupils to read, through our Topic guided reading Lessons. These lessons focus on the teaching of reading whilst increasing the pupils' knowledge and understanding of the topics being taught in History and Geography.</li> <li>• <b>Independent Reading:</b> At St Augustine's, we promote daily individual reading opportunities. Pupils are tested each half term to assess their reading level, ensuring that pupils are reading the most appropriate books. Reluctant readers, or those pupils who struggle with reading are heard reading every day to ensure that they make expected progress. Teacher led daily phonics (Read Write Inc.) is used from Foundation to year 3. 1-1 tutoring supports pupils not at age related standards and Fresh Start is used in year 5/6.</li> <li>• <b>The Accelerated Reader</b> programme encourages pupils to read a greater number of books and also read sharpens comprehension skills. The programme ensures that pupils are reading a book which is appropriate to their reading ability.</li> </ul> <p><b>Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies and interventions to support the pupils.</b></p> <p><b>In EYFS</b> Reading is taught through shared reading, using large print books and picture books. Pupils are taught the process of reading; learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Pupils explore skills such as sequencing, prediction and retrieval. Using the Read, Write Inc. phonics programme our pupils are taught the initial sounds.</p>	<p>Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.</p> <p>Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Phonics Screening Test at the end of Year 1.</li> <li>• Half termly checks to ensure that pupils are placed within the correct teaching group and that progress is being made.</li> </ul> <p><b>Reading:</b> The school measures impact through:</p> <ul style="list-style-type: none"> <li>• Termly NTS Assessments, leading onto SHINE interventions where necessary.</li> <li>• Half termly Read Write Inc. assessments to ensure pupils are on the correct book bag</li> </ul>

	<p><b>In Key Stage 1</b>, we use Read, Write Inc. for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. Reading is taught through a shared reading approach using books that are rhythmical and have repetitive patterns. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information. In Year 2, pupils are taught reading through a whole class approach. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information using VIPERS.</p> <p><b>In Key Stage 2</b>, we teach reading through a whole class approach focusing on the curriculum domains. We use VIPERS to ensure consistency across the Key Stage. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text. Pupils explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age appropriate texts linked to the topic being studied.</p>	<p>book</p> <ul style="list-style-type: none"><li>• Previous SATs papers in year 2 and year 6 to measure attainment against national standardised scores.</li><li>• Pupil Voice to assess learning.</li></ul>
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