



Holy Trinity CofE Primary School
English - Reading Curriculum Overview

Rationale

At Holy Trinity we are aspirational for all children and aim for each child to live life to the full. We consider reading to be one of the primary vehicles for acquiring knowledge. We believe every child should be able to read to a high standard and read for pleasure as well as to gain information. We want to create a life-long love of reading and books and develop independent, curious and critical readers. We believe that every child should be given the tools to develop into an enthusiastic, fluent and confident reader both at home and at school. Reading improves language and vocabulary, inspires imagination and gives everyone the opportunity to develop and foster new interests.

Structure

The teaching of reading takes place in a number of different ways. Time has been carefully allocated to each type to ensure children get the appropriate amount to support their progression in reading.

Phonics	Individual Reading	Reading Comprehension	Story Time	Home Reading
<u>Reception and Year 1</u> Daily phonics lessons <u>Year 2 onwards</u> Regular phonics taught until children have completed the scheme and are secure with the learning	<u>Reception and Year 1</u> Listened by a school adult twice per week <u>Year 2</u> Listened by an adult twice per week – one must be a school adult <u>Year 3-6</u> Listened by an adult once every two weeks. Class teacher once per half term <u>All children</u> Children working below ARE are listened to more frequently (Priority Readers)	<u>Year 1 Summer and Year 2 to Year 6</u> Minimum 2 hours per week teaching VIPERS Minimum 1 hour on supplementary texts, the rest may use the anchor novel	Daily story time	<u>Reception</u> Read to an adult every day when ready <u>Year 1,2 and 3</u> Reading to an adult five times per week
			Silent Reading	
			<u>Year 1 – 6</u> A 20-minute period dedicated to silent reading, every day.	<u>Year 4, 5 and 6</u> Read three times per week, at least two of them to an adult



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Phonics

At Holy Trinity we use the Floppy Phonics program to teach phonics. *Floppy Phonics* is a rigorous, systematic, synthetic phonics teaching programme for early reading and writing success. The fun and familiar Biff, Chip and Kipper characters engage children fully in their phonics teaching and learning. We aim to develop each child so they are able to read with fluency and develop a love of reading. We start the program in EYFS and teach daily lessons across Key stage 1.

Alongside our SSP, talking and reading is promoted in the following ways:

- Guided reading
- Individual reading
- Daily story time
- Reading and talking in the environment – all areas through provision planning.
- Library
- Intervention and daily readers

In the Early Years, a strong emphasis is also placed on parental engagement with reading. This takes place in the following ways:

- Parent phonics workshop
- Parent reading workshop
- Stay and Play sessions
- Weekly phonics homework

Whole Class Guided Reading

From Summer term in Year 1 through to Year 6, reading lessons at Holy Trinity are based on a whole class guided reading structure, where all children are exposed to challenging and high-quality reading resources and questioning to ensure high expectations.

Each lesson will focus on teaching an explicit reading skill as outlined in the English National Curriculum. This is based on the acronym 'VIPERS' as an aid to recall these 6 reading domains. They cover the key skills that children need to learn in order to improve their comprehension of texts.

- Vocabulary
- Inference
- Prediction
- Retrieve
- Sequence
- Summarise
- Evaluation

Individual Reading

We value the importance of reading aloud regularly. Sessions may focus on different areas of reading including, but not limited to:

- Accuracy and fluency
- Intonation and expression
- Comprehension of the text



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- Ensuring children are reading books at an appropriate level

Accelerated reader – amalgamates all of the children. Universal access for all children after phonics. STAR assessments every big term. Feeds into assessments.

Story Time

To promote a love of reading, teachers regularly read aloud to their classes. This may take place in lessons throughout the day in a variety of ways including a regular story time at the end of the day.

Home/School Reading

Children are set weekly reading homework where they are encouraged to read regularly at home to an adult or, as they get older, to themselves as well. They also have regular opportunities to read in school either to an adult or by themselves. Each child is given a home/school Reading Record to note when they have read and to allow a link between reading at home and reading in school. Once children have passed the phonics screening check, we also ensure that every child has an individual reading book appropriate to their age and reading ability through the use of the Accelerated Reader program.