

Reading at St Agnes CE Primary School

At St Agnes CE Primary School we provide an engaging and inspiring curriculum that promotes our core value of 'love to learn'. Based upon the needs of our children, families and the community, our curriculum aims to equip pupils in acquiring the cultural capital needed to flourish in education and beyond. We achieve this through a knowledge based and skills led approach, rich in language and vocabulary, supported through enriching experiences which allows all of our children to 'learn do well'. Pupils will leave St Agnes well prepared for the next stage of their education – enabling them to grow into active, responsible members of society 'living well together', in modern Britain.

Why we teach Reading

At St Agnes', we believe that reading is integral to the curriculum. Our pupil's success will be defined by their ability to read fluently and skilfully as being able to decode and comprehend written words is fundamental to thriving in today's society. The school day is typically crammed full of academic reading: from young children reading about magical journeys at story time to older children reading text books to enhance their understanding of ancient civilisations. The habitual act of 'learning to read' and going on to 'read to learn', is an ever present part of school life both inside and outside the classroom. At St Agnes', we focus on both the pupils' will and skill to read for pleasure and purpose and we strive to create a reading culture that will enable every student to thrive in school and far beyond the school gates.

The National Curriculum states that through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading (phonics) and comprehension. All pupils are encouraged to read widely 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.



Our Year 5 pupils enjoying their read-over in their pyjamas.

What Reading looks like at St Agnes?

From the woodland library which greets you upon entry to the building to the enticing and imaginative reading areas in each classroom, a love of the written word is evident throughout the building. Each classroom has created their own reading area to inspire the enjoyment and pleasure of reading with reading rocket ships in Reception and relaxing café scenes in Year 6. The books have then been categorized to aid children's selection to best encourage a wide selection of genres: books that make you laugh, well-loved authors, poetry and much more.

Reading has been highlighted as a priority for St Agnes' and it is a main focus for our development as school. There have been many recent changes to how we teach reading and how we encourage the children to read for pleasure which has already had a substantial impact upon children's attainment.

It is essential 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.

How we teach Reading

Reading is at the heart of our curriculum as it centres around vocabulary and language to reflect the context of our pupils. The content of our curriculum stems from carefully selected key texts to support our 'Talk for Writing' approach. These texts are then supplemented by teachers who carefully select a wide range of books which provide a connection to foundation subjects such as History or Science in order to link and create a context for reading. These texts come from our own class libraries as well as utilising books from Longsight Library and the Salford Lending Library Service to ensure that our pupils have access to a wide range of fiction and non-fiction texts.

In Early Years, we teach reading by exposing children to a range of quality texts, we encourage children to handle books carefully and form their own preferences of story types so that children begin to develop a love for reading. We introduce children to different text features and create discussions so that children begin to understand and use vocabulary associated

with high-level reading. We teach phonics daily to ensure that children are equipped with the key skills to decode and access words, so that eventually they are able to be fluent readers.

Since September 2019, in Key Stages 1 and 2 we have chosen to use the Whole Class Reading approach in our taught sessions. In this approach, all children progress through the same age-appropriate text after first exploring new vocabulary which the children will encounter. In these sessions, a variety of reading techniques will be used: teacher-led reading; paired reading; choral reading; individual, silent reading; and round-robin style reading. This is done to ensure that children are exposed to fluent reading that models expression and reading at pace. There is then a heavy focus upon questioning. In order to best prepare the children for the end of Key Stage

statutory tests, we have adopted the VIPERS approach to questioning: Vocabulary, Inference, Prediction, Explain, Retrieval and Summarise as these are directly linked to the reading domains.

Useful Resources

National Curriculum 2014

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

literacytrust.org.uk/

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' – Dr Suess

'I loved the read-over because I could sit and read my new book' - Aaminah Year 5C

'I love to read as it takes you out of your own head and into another world' - Annissa Year 6T