



Our Vision

Learn Together • Achieve Together • Celebrate Together
“and let your light shine” Matthew 5:16

Our Mission Statement

To enable all children to achieve their true potential in a caring Christian community.

Our Values

Respect • Responsibility • Kindness • Truthfulness • Perseverance

St John's Reading Curriculum

Introduction

Language is a vital life skill and is central to all learning. Effective use of language empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life.

Literature in English is rich and influential, reflecting the experience of people from many countries and times. In addition to being a subject in its own right, the English skills they are taught enables children to access all other areas of the curriculum. This is a condensed reading version of our full curriculum, The English Kit 2020.

English at St John's

In our English curriculum at St. John's, we strive to provide all children with the knowledge, skills and understanding to become life-long learners and confident readers. We want all children to desire to read and write for a range of purposes and a range of audiences, as well as making links with other curriculum areas and discovering things for themselves. We place reading at the centre of our English curriculum to immerse and engage our pupils in a literature-rich environment. We believe that reading is the key to unlocking children's learning potential.

Aims

- To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both oral and written.
- To ensure children have access to a broad, balanced and creative literacy curriculum.
- To provide clear and consistent teaching throughout the school.
- To communicate the school policy on English to all staff, Governors, parents and other interested parties.
- To use language as a vehicle for personal development and fulfilment, and as a source of pleasure.

Intention

As children at St John's, we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites.

These intentions are underpinned by:

- High Expectations - All children are expected to succeed and make progress from their starting points.
- Modelling - Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.
- Fluency - Children apply English skills with ease throughout all of the curriculum.
- Vocabulary - Ambitious vocabulary is taught and modelled and is expected to be applied in everyday situations.

Statutory Requirements

The school will follow the statutory requirements for the teaching and learning of English as laid out in the National Curriculum English Document (2014) and in the Communication and Language Development section of the Early Years Foundation Stage Profile (2019).

In the Foundation Stage children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Implementation

Reading

Following the National Curriculum for English, we ensure that Reading is taught across the whole curriculum. Reading comprehension skills are taught with a 'whole-class' approach and with smaller group intervention when required.

- We aim for children to develop an interest and pleasure in reading as they learn to read confidently and independently based around rich stimulating texts.

- We use VIPERS as a vehicle to deliver our reading lessons and ensure full coverage of all skills stated in our skills progression document. The Literacy Shed have produced high quality, language-rich texts which are engaging and provide children with the opportunity to learn about a variety of subjects. KS2 use VIPERS three times per week. When Year 2 finish delivering whole class phonics, they also move onto VIPERS.
- In KS2, we also have an SSR/Book Talk session once per week. During the first part of this session, children are expected to read silently for twenty minutes to build reading stamina. The second part of the session involves the teacher leading a class discussion on what children are reading, what we would recommend, what they're enjoying etc.
- The final reading session relates to our class novel. In this session, the class teacher will lead a discussion on whatever novel is being read in the class. Character themes, storylines, predictions, comparisons can all be discussed as well talking in more depth about areas children may have found difficult to understand.
- Phonics is taught daily in Early Years, Year 1 and the first term of Year 2. Children are taught initially in class groups and then are grouped for phonic activities as appropriate by the class teacher. This work is built on in Year 2 and in KS2 as needed in intervention groups.
- Every class will listen to a story or class novel every day.
- Reading at home is essential and is recorded in the homework diaries. As children progress through the school, the length of time they are expected to read at home increases.
- Each class visits our school library either weekly or bi-weekly for a dedicated time slot to exchange, share and discuss books and reading for pleasure; this is also modelled by the class teacher.
- Each child in KS1 has a login to Reading Eggs which promotes the learning of phonics and the application to texts. This is available at school and at home.

Phonics

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 understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) as they start school.

Daily phonics sessions are taught from Reception through to Year 2, when this embedded phonics work closely matches the spelling requirements of the curriculum. Phonics is taught daily in Reception after each child has undertaken the Reception baseline assessment.

At St John's, we use the 'Twinkl Phonics' scheme with Rhino Reader books to support this. Twinkl Phonics is a DfE validated full systematic, synthetic phonics programme that contains

everything you need to deliver phonics teaching to children from the very beginning of learning to read and write to full fluency.

When children reach the middle of Year 2, if they have not been able to meet the threshold to pass the phonics screening assessment, they will receive extra intervention with a trained member of staff. This intervention will be assessed and reviewed and if the desired progress has not been made, we will put a new initiative in place.

English Across the Curriculum

'Life-long literacy and learning'

At St John's, we firmly believe that the ability to read and write as experts is the key to accessing every subject across the curriculum. These skills are vital to make sense of the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At St John's, we recognise that improving literacy can have an impact on students' self-esteem, motivation, behaviour and attainment.

The teachers at St John's actively plan and seek out opportunities for our children to have experiences of developing literacy skills across the curriculum. Teachers will intentionally plan for children to reinforce literacy skills in other curricular areas. Emphasising these skills across the curriculum ensures that our children see the relevance in what they are learning and provides them with opportunities to use these skills in real-life contexts and situations.

Impact

At St John's, we know our carefully thought through and engaging English curriculum has had an impact through employing the following strategies:

- Pupil voice - Through discussion and feedback, children talk enthusiastically about reading and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.
- Evidence in knowledge - Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing journeys.
- Evidence in Skills - Children are taught reading progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.
- Outcomes - At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Pupils falling into the lowest 20% category make progress from their starting point and as with all pupils are proud of the progress they have made.

Assessment and recording

Assessment

Children's progress in English is assessed by:

- NFER reading tests are used each term to aid assessment for teachers.
- Hearing and discussing children's reading in whole class reading and individual reading sessions.
- Reception Baseline Assessments and SATs tests.
- Ongoing formative assessment of reading throughout the curriculum.

Recording and Reporting:

Evidence of progress in English is taken from:

- Target Tracker data, and evidence of achieving targets in reading.
- Teachers' and LSAs' reading records, noting progress and future targets.
- Foundation Stage, SATs and Teacher Assessments.
- Termly parent consultation through Parents' Evenings and an annual written report sent to parents in the summer term.