

Reading CURRICULUM AT PELSALL VILLAGE SCHOOL

INTENT

At Pelsall Village School, we intend to help every child develop strong communication skills by learning to read, write, speak, and listen confidently in English. We recognise how crucial being able to read and write confidently is for the future academic success of children, but also their well-being.

We aim to foster a love of books and reading by giving pupils a wide range of quality texts that build not only their reading and writing skills but also help them to learn about the world around them and themselves.

IMPLEMENTATION

Reading

We teach reading in a range of ways in our school. When developing the children's early reading skills, we follow a synthetic phonics programme - Little Wandle. Further through school, children are taught through whole-class reading sessions.

Early Reading

At Pelsall Village School, we follow the Little Wandle phonics scheme from nursery to Year 2.

In our nursery, we foster a love of language and develop the children's verbal language. This is done through the regular singing of nursery rhymes, oral and teacher-led blending and developing the children's vocabulary. We have regular story times where carefully selected books are shared with the children to foster their love of reading and stories. In our provision, we have access to lots of books where children can explore with an adult or on their own.

Moving into Reception and Year 1 we teach the phonetical knowledge that children will need to be able to decode and read fluently in incremental steps, following a carefully planned progression.

We have daily phonics sessions from nursery to Year 2, and have additional reading practice sessions to allow children to practise and apply their knowledge of sounds to reading decodable books which are closely matched to the phonetical knowledge of the children. These sessions also allow children to develop their prosody and comprehension skills.

We run daily 'Keep up' sessions to support any children who we identify as needing additional support to help keep them on track with their peers.

To continue to develop the children's love of reading and to support their reading comprehension skills we also have focus books which are read by the teacher to the children and we use 'Book Talk' to develop the children's understanding of events, make inferences about character, predict and sequence and summarise the main events. Children also have regular access to our school library, where they can choose and listen to stories for enjoyment. Storytime is planned for daily to again, help foster the children's love of books and reading.

In Year 2, children make the move from phonics lessons to developing their fluency and comprehension in our whole-class reading sessions.

Whole class reading (Years 2-6)

In our whole class reading sessions, children develop their vocabulary, fluency, prosody and comprehension skills through teacher modelling, guided and repeated practise.

Each term, a new book will be shared daily with the class that has been carefully planned for to give pupils access and experience of a wide range of authors, cultures and genre types.

	Autumn (15 weeks)	Spring (11 weeks)	Summer (13 weeks)
Reception/ Year 1/2	Little Wandle		
Year 2	Little Wandle	Katie Morag Island Stories	The Boy Who Stole the Pharaoh's Lunch
Year 3	Fortunately, the Milk + Non-fiction and poetry	Woof! + Non-fiction and poetry	The Lion the Witch and the Wardrobe + Non-fiction and poetry
Year 3/4	How To train your Dragon + Non-fiction and poetry	Firework Maker's Daughter + Non-fiction and poetry	Charlotte's Web + Non-fiction and poetry
Year 4/5	Cosmic + Non-fiction and poetry	The Leopard in the Golden Cage + Non-fiction and poetry	Varjak Paw + Non-fiction and poetry
Year 5	The Train to Impossible Places + Non-fiction and poetry	George's Secret Key to the universe + Non-fiction and poetry	Boy in the Tower + Non-fiction and poetry
Year 6	Who let the God's Out + Non-fiction and poetry	There's a Boy in the Girl's Bathroom + Non-fiction and poetry	Skellig + Non-fiction and poetry

We run a two-week cycle of what content will be taught in those sessions, as shown in the table below:

The reading journey

Session 1 Vocabulary	Session 2 Decoding and prosody	Decoding and prosody		
		Session 3 Reading skill: Questioning and clarifying	Session 4 Reading skill: Prediction	Session 5 Reading skill: Summarising
Session 6 Vocabulary	Session 7 Decoding and prosody	Decoding and prosody		
		Session 8 Reading skill: Inference	Session 9 Reading skill: Comparison	Session 10 Review of reading skills

We make use of repeated reading of extracts of the book the children are studying to help improve and develop their fluency, which then has an impact on their comprehension skills.

IMPACT

Early Reading

Children are assessed at the end of each half-term to see what sounds and reading skills they have secured over the half-term. Teachers then use this information to identify any gaps that suggest that content needs to be retaught to the whole class or if there are children who need extra daily practice. These children then receive additional daily practice with our dedicated member of staff who runs these sessions. After three weeks, children who had been identified as needing further support are assessed again to measure their progress and identify if those gaps in their learning have now been closed.

Year 2 – Year 6

Once children have completed the phonics programme in Year 2, they move on to using Accelerated Reader. They complete half-termly STAR reading assessments, which will give staff the book levels for the children to complete reading practice at home and will also highlight any children who need additional reading practise in school. This then either built into the whole class reading sessions with teachers ensuring that they listen to these children read in the session or additional reading practice with a teaching assistant at another point in the day.

We also have termly reading comprehension assessments, completed from Years 1- 6, to enable staff to assess the children's reading comprehension skills.

Information from these assessments then informs any future interventions needed for children who need additional support, and is used to inform teachers of what reading skills or genres the children need more work on.