



SEQUENCE OF LEARNING: READING

Reading is a commitment to promote high standards of literacy and to develop pupils' love of literature. At The Churchill School, we aim to create an inclusive community of readers and nurture a 'Reading for Pleasure' pedagogy. All staff know that reading is fundamental to education and that proficiency in reading, writing and spoken language is vital for our pupils' future successes. We passionately believe that reading – alongside proficient language development – is the key to unlocking the rest of the academic curriculum. Through our curriculum, all pupils have the opportunity to read widely across a variety of text types to develop their knowledge of themselves and the world in which they live, in order to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

In the early stages of reading, pupils follow a robust Systematic Synthetic Phonics programme (Little Wandle) to ensure that by the end of Key Stage One all pupils are fluent, skilled and attentive readers, who access a broad and rich curriculum. Through fidelity to the scheme, we seek to develop the habit and ability to read widely and often, for both pleasure and information. Where pupils are not fluent readers, intervention and additional targeted learning is put in place to ensure that children in Year 3 develop as fluent readers.

As our pupils progress through the key stages, reading is a tool used to develop them culturally, emotionally, intellectually, socially and spiritually. With carefully selected texts and high-quality Shared Reading sessions, pupils have the opportunity to immerse themselves in rich text-based discussions, where staff are guiding readers through open dialogs, exploring the pupils' understanding and developing strategies to extend their comprehension.

It is our commitment to our pupils that they leave their primary education ready for the next stage of their learning journey: in order to achieve this, we will ensure they are able to read fluently and with confidence.

As The Reading Framework (DfE: January 2022) states, there is a fundamental importance of improving reading standards to enable our pupils future academic achievement, wellbeing and success in life.

- ❖ **WHY READING MATTERS:** The guidance begins by setting out the social, cultural and economic importance of reading before outlining a conceptual model of it. The national curriculum programmes of study for reading are based on this model, which consists of two dimensions: language comprehension and word reading.
- ❖ **LANGUAGE COMPREHENSION:** The guidance discusses the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language. It explains how teachers might expand children's store of words through talk throughout the day, within the curriculum and, in particular, through stories. Listening to and talking about stories and non-fiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension and for wider learning and progress. The guidance also considers the role of poetry, rhymes and songs in attuning children to the sounds of language.
- ❖ **TEACHING WORD READING AND SPELLING:** The national curriculum is designed to make sure that all children are able to read and write fluently by the time they leave Year 6, so that they can make progress at secondary school. A vital element of this is the early and successful teaching of phonics. Understanding that the letters on the page represent the sounds in spoken words underpins successful word reading. Children's knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their reading and spelling. This guidance explains why teachers themselves also need to understand the alphabetic code: evidence supports the key role of phonic knowledge and skills in early reading and spelling. The Education Endowment Foundation (EEF) is the government-designated What Works Centre for Education, providing authoritative advice on evidence to improve teaching and learning. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. The DfE's Early Career Framework, which was quality assured by the EEF, sets out the expectation that all early career teachers learn about phonics and says that SSP is the most effective approach for teaching pupils to decode. Schools should therefore be confident in the rationale for teaching SSP as part of their teaching of reading.

Written by: Rachel Newport & Amy Voller (January 2023)