

Intent

English and the teaching of English is the foundation of our curriculum at Culcheth Community Primary School. Our curriculum is ambitious for all pupils and our main aim is to ensure every single child becomes literate and achieves well in reading, writing, speaking and listening.

English is embedded within all our lessons and we strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Culcheth Community Primary School are exposed to a language heavy, creative and continuous English curriculum which develops a love of reading, creative writing and purposeful speaking and listening.

In Reading, we teach a guided reading curriculum that covers key skills including inference, understanding vocabulary, retrieval of information, authorial intent and understanding of text layout. We use high quality teaching materials including the use of online resources such as Reading Plus, Lexia and Oxford Reading Buddy. Teachers read to their classes on a daily basis and they plan their class texts carefully to ensure that children are exposed to a variety of high quality texts across different genres throughout the school year. We also encourage parents to read to children at home as well as listening to them read regularly.

At Culcheth Community Primary School we ensure that all children have access to a vigorous programme of phonic work which is securely embedded within a broad and language-rich curriculum. The children are taught short daily discrete phonics sessions that fire their interest and engage them in multi-sensory activities. We ensure that all children are praised for effort and achievement throughout their phonics experiences. Alongside this, we ensure that we nurture positive attitudes to reading and writing and the skills associated with it. Because our writing system is alphabetic, we ensure that the children are taught how the letters of the alphabet, singly or in combination, represent the sounds of spoken language (letter-sound correspondence) and how to blend (synthesise) the sounds to read the words, and break up (segment) the sounds in words to spell. We ensure that high quality phonics lessons are delivered consistently and carefully each day, reinforcing and building on previous learning to secure children's progress.

As per our Homework policy, we expect children to read at least three times a week outside of school. This can include the use of our online reading programmes. We also run an after school Lexia and Reading Club to give children further opportunity to complete some of their homework in school.

We strive to make reading as much fun as possible through the use of author visits and reading initiatives. We also plan exciting 'World Book Day' themes which celebrate reading across the whole school. Regular visits to our local library encourage the children to join the library and visit again with their families as well as borrowing books that can be used as part of our curriculum in school. Our annual school book fairs give families opportunities to come into school to share and purchase books and the commission from these is used to buy more books for school.

Children who may require additional support in Reading are identified quickly enabling us to adapt our teaching and offer additional interventions ensuring that they make as much progress as they possibly can.

National Curriculum English Programmes of Study:

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

Implementation

We implement our approach through consistent, high quality teaching ensuring that reading is explicitly taught in every class, every day. Guided reading groups are taught by teachers at least twice a week and a structured timetable of reading tasks is rotated throughout the week, including the use of Lexia, IDL, Oxford Reading Buddy and Reading Plus. This ensures that pupils are not only learning comprehension skills but also independence, a love of wider reading and exposure to rich vocabulary, which is absolutely key in all lessons for all learners. Class texts are also planned carefully to ensure that children are exposed to a variety of high-quality texts across different genres throughout the school year.

Pupils who need additional support in Reading are identified quickly and highlighted to all staff so that a plan can be organised to support these pupils further to ensure progression.

Regular CPD and opportunities to work with our Specialist English Consultant ensures that all staff are confident in their teaching of reading.

Reading is not only celebrated in classrooms, around school you will find displays which celebrate authors, whole school texts and 50 books to read in each Key Stage. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.

Impact

Impact is measured regularly across the whole school through the use of classroom observations, pupil questionnaires, data analysis and regular pupil progress meetings.

Hodder Reading Assessments are performed on a termly basis and the results are carefully analysed and used to inform future planning and teaching. Benchmarking assessments are also used to ensure that children are reading texts which are at the appropriate level for them and they are moved on to more challenging texts as and when appropriate. These assessments are also an effective way to carefully track progress and to swiftly deliver interventions to pupils when needed. Our online reading resources including Lexia, Oxford Reading Buddy and Reading Plus provide detailed assessment information and they are tailored to meet the specific needs of the pupils. Teachers also record assessment information during guided reading sessions which are used to inform future planning.

Throughout phonics sessions we assess the children regularly, ensuring that we identify strengths and weaknesses in children's knowledge, skills and understanding. Many elements of phonic knowledge are assessed including the recognition of letters (and groups of letters such as digraphs), the ability to sound of phonemes, the ability to hear and blend phonemes, the reading of phonically regular words and the reading of some irregular words. This ensures that the planned work is well matched to children's needs. It also ensures that any gaps in achievement can be spotted early and the progress of these children tracked to ensure they receive appropriate and sustained support.

Our end of Key Stage 1 Reading data

Our school 2018	NA 2018	Our school 2019	NA 2019
73.3%	75%	77.4%	74.9%

Our end of Key Stage 2 Reading data

Our school 2018	NA 2018	Our school 2019	NA 2019
93.3%	76%	96.9%	73%

Year 1 Phonics data

2017	NA 2017	2018	NA 2018	2019	NA 2019
86.7%	81%	87.1%	82%	100%	81.9%