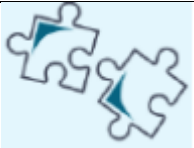
















Reading Curriculum

The purpose of teaching reading in St Anne's is to equip pupils with the foundational skills necessary for lifelong learning and effective communication, enabling them to access knowledge, express ideas, and engage with the world. It lays the groundwork for academic success and personal growth.

INTENT		IMPLEMENTATION		IMPACT	
 <p>Alignment to National Curriculum</p>	<p>The school uses the National Curriculum as the basis of its curriculum planning. At St Anne's Primary School we have a focus on developing communication skills which are integral to all elements of our curriculum. Are children are challenged to develop their communication skills cognitively, socially and linguistically. Our focus is to support children to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. We have systematic strategies to teach the children to learn and apply the essential reading skills of word reading and comprehension, allowing a love of reading to thrive.</p>	 <p>Pedagogical Approaches</p>	<p>We use a whole school approach to teaching phonics and phonics teaching is consistent throughout school as all staff are trained and continually supported. Read Write Inc is taught daily from Reception to Year 2. We phase the children to ensure all our meeting their specific learning needs. It is also used as an intervention for children not making the expected progress, including children in Key Stage 2. Our Steps to Read programme explicitly teaches comprehension skills, including developing vocabulary, fluency and retrieval. High quality discussion of a text supports children in sharing their understanding and opinions of a text.</p>	 <p>Approach to Assessment</p>	<p>Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that resources and strategies match the individual needs and abilities of pupils. Children are assessed every half term using RWI assessment tool which informs the groupings for the following weeks. This also highlights focus children for 1:1 intervention. In KS2 Accelerated Reader allows each child an individualised pathway to continually practise and apply their word reading and comprehension skills. At the end of each term (from the Summer term for Year 1) all children are assessed using NFER which supports teacher judgements.</p>
 <p>Sequencing and end points</p>	<p>At St. Anne's, our mission is to support and equip every child to become a skilled reader who enjoys reading. We teach early reading skills and encourage independent and collaborative problem-solving. Our curriculum focuses teaching the content domains while fostering a love of reading beyond tests. We carefully design the reading curriculum for</p>	 <p>Teacher's Expert Knowledge</p>	<p>All teaching and support staff are trained to deliver Read Write Inc phonics and are continually supported to deliver it with fidelity to the programme. All staff have been trained in Steps to Read to ensure coverage of the curriculum expectations are met. Audits of the learning environment</p>	 <p>Performance Data</p>	<p>The school tracks reading to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents through parent meetings and the end of year reports. Reading data is monitored in pupil progress meetings and the data for EAL, SEND and Disadvantaged</p>

	clear progression in knowledge, problem-solving, and text analysis skills. This approach covers early reading skills, word reading, and content domains for each key stage.		are completed to ensure provision is kept up to date. There is consistency across all year groups in all areas of our teaching including the sequence of lessons and environment. This ensures skills are embedded and coverage is consistent to a sequentially increasing depth.		children are monitored closely and recorded as part of the data capture. Data is shared with governors at the governing body meetings through a curriculum presentation. Detailed subject termly analysis and annual report to governors ensure accountability and transparency. Data is considered against local and national expectation and results.
 Communication Aims	Reading plays a crucial role in nurturing children's communication skills by expanding their vocabulary, enhancing comprehension, building contextual awareness, improving articulation, encouraging critical thinking, strengthening listening skills, promoting storytelling, and fostering discussions. Through books, children not only gain knowledge but also develop the language and communication abilities necessary to navigate the complexities of the world around them. As our pupils embark on their literary journeys through books, they not only absorb stories and knowledge but also develop a richer and more nuanced understanding of language.	 Promoting Discussion and Understanding	In all lessons, discussion is integral in order to deepen thinking and promote understanding around the key reading strategies. Children are taught to verbalise and apply problem solving strategies and justify their rationale. Different viewpoints and perspectives are actively encouraged. This forms part of whole class reading as children use a range of strategies to interrogate and analyse text in response to a stimulus.	 Pupil's Work	Evidence of pupils' learning can be found in our assessments, our whole class reading books (Steps to Read) the progression of children through the phonics groupings and our summative data. Children display their reading skills in a range of contexts and their attitudes towards reading are positive. Opportunities for reading are planned and implemented across the whole curriculum, providing children a meaningful context to apply their developing skills.
 Addressing Social Disadvantage	At St Anne's we promote access to a range of reading for pleasure texts that they can read at home or in school. We take the children to the local library to ensure that all children know how to access the free resources available to them. We ensure that all children are read to regularly and have opportunities to share texts in a	 Knowing More and Remembering More	The teaching of reading actively promotes recall and retrieval strategies to commit knowledge to their long term memory and this is part of a wider suite of metacognition tools and strategies used in all aspects of learning. Children read independently and with a	 Monitoring and Evaluation	Monitoring and evaluating occurs throughout the academic year with specific focus each time. Evaluation takes into consideration pupil voice.

	<p>variety of situations. We plan and deliver a reading diet rich in culture and diversity, reflecting the interests and cultural backgrounds of our families.</p>		<p>range of adults. They develop independence in selecting and applying problem solving skills and reading strategies progressively. Ongoing dialogue refers back to prior learning to ensure that skills are embedded and children can access their reading skills with increasing automaticity. Our learning environment allows children to embed their retrieval skills independently.</p>		
 <p>Local Context</p>	<p>Visits and Visitors are integral to English to emphasise to pupils the links with the real world. Library visits and facilitating membership to our local libraries supports the development of reading for pleasure. Local authors visit to share their passion as well as visits to Reading Shed for our Nursery and Reception children embeds a love of books for both children and their families from an early age. We explore the history of our local area, including influential people which is a key research project across the school, further developing the application of reading skills.</p>	 <p>Teacher Assessment</p>	<p>Formative assessment - children's knowledge is assessed using our school's assessment system of knowing more and remembering more based on the reading skills and content domains for comprehension, by applying problem solving and reading strategies. Feedback as each child reads provides praise and prompt to identify the reading behaviours that are used and neglected.</p>	 <p>Actions</p>	<p>We are preparing to introduce an outdoor reading area, to enable children to access reading for pleasure opportunities at playtimes and leisure times. Libraries and reading areas will continue to be developed. Challenge and reward systems put in place to encourage reading at home. Continue to develop our communication skills. Continue to encourage all children to read daily in all areas of the curriculum. Ensure that new teachers implement Steps to Read correctly.</p>



Enrichment

To enrich our reading curriculum we have:

- Carefully selected, diverse book selections in our well stocked libraries and class reading areas.
- Book clubs,
- Author visits
- World Book Day
- Reading challenges
- Weightmans Readers
- cross-curricular connections
- Accelerated Reader – children choose their own “real” reading book.
- guest readers, independent reading time, reading projects, comprehension strategies, reading aloud, well-stocked libraries, parental involvement, assessment,
- Links to Liverpool Learning Partnership and their reading events.