

Reading Curriculum: Intent

At Watton Junior School we are passionate about supporting all our children to become confident and independent readers. We know that children who read well are children who learn well. Reading unlocks knowledge across the curriculum and lays the foundation for wider educational attainment. We prioritise the teaching of reading within our timetable, to ensure children develop as competent readers who are able to access the wider curriculum we provide.

Our curriculum ensures there are planned opportunities for pupils to master the reading knowledge and competencies set out in the National Curriculum for English. The progression map for reading ensures each child is on an identified pathway to success in reading. Our ambition is for all pupils to achieve the nationally expected standard, or above, in the Key Stage 2 Standard Assessment Test. Pupils with additional needs in reading are supported by clear pathways to progress, to ensure they have every opportunity to succeed.

Our aim is for all children to be able to:

- ☺ decode words automatically.
- ☺ read fluently with expression.
- ☺ demonstrate a high level of comprehension.
- ☺ take pleasure in reading.
- ☺ be confident in sharing their reading experience with others.
- ☺ achieve high standards: mastering the reading knowledge and competencies of the National Curriculum

Reading ability has a considerable impact on both educational attainment and wider life outcomes.

LKMco - The Education and Youth "Think and-Action" Tank

We have a well-stocked library, which is full of enticing books to promote reading for pleasure and reading for information. This includes dual-language titles which value and reflect the rich diversity of languages spoken by pupils, staff and families within our school community.

Enrichment opportunities, such as author visits and book-themed days ensure that reading is valued and celebrated. We aim to inspire pupils to make reading for pleasure a habit for life.

Reading Curriculum: Implementation

Reading is taught daily in a discrete thirty-minute lesson. These lessons follow the **Ready Steady Comprehension** programme. This evidence-based approach empowers teachers to deliver all aspects of word reading and comprehension through the use of high-quality fiction, non-fiction and poetry texts. Lessons follow a clear teaching sequence which ensures that reading knowledge and skills are taught explicitly, with pupils given time to practice, consolidate and apply their skills to a wide range of reading material. The teaching sequences are planned to ensure that pupils develop reading strategies in a cumulative way, building on previous knowledge and making connections to previous texts studied. Children are encouraged to read-aloud, share their views and listen with respect to others. Oracy skills are developed alongside reading skills, as pupils learn to articulate their thinking. Teachers use formative assessment regularly within lessons to gauge children's understanding and ensure pupils receive the level of support and challenge they need to progress. We use PiXL reading tests for termly summative assessment of attainment and to track progress.

Key teaching elements featured in reading lessons include:

- ❖ Live modelling
- ❖ Explicit instruction
- ❖ Checking for understanding
- ❖ Shared reading, paired reading, individual reading

Reading and writing float on a sea of talk.

James Britton, 1983

Key reading competencies include:

- ❖ Accuracy in decoding and checking for sense
- ❖ Developing reading stamina
- ❖ Developing fluency and prosody
- ❖ Finding evidence in the text
- ❖ Inferring and predicting
- ❖ Retrieval – scanning and skimming
- ❖ Building knowledge of vocabulary
- ❖ Exploring and deducing the meaning of words from their context
- ❖ Justifying opinions, drawing on evidence from the text
- ❖ Comparing and contrasting themes across texts
- ❖ Linking reading of a text to wider learning and experiences

*Reading knowledge and skills for
each year group are shown on our
Reading Progression Map*

Phonics and Early Reading

Pupils who are early in their development as readers are supported through our dedicated phonics provision. Group sizes are small, to enable our early readers to receive targeted teaching.

We use the *Supersonic Phonics* programme to teach the letter/sound correspondences children need to master. Children who attended Watton Westfield Infant School will have been introduced to these previously, enabling them to build on prior learning.

This link shows how the sounds that match each grapheme are pronounced: [phonics pure sounds video \(oxfordowl.co.uk\)](https://www.oxfordowl.co.uk/phonics/pure-sounds-video)

As soon as children have mastered each set of sounds and ‘tricky words’, they move up through the programme. Our Phonics Assessment and Progress Tracker ensure that teaching is targeted to pupils’ needs, addressing any gaps in knowledge and building on previous sounds acquired, in a systematic way.

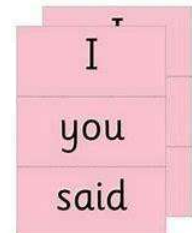
Whilst we prioritise the teaching of decoding and encoding within phonics lessons using accessible decodable texts, our early readers also benefit from engaging with challenging texts during their English lessons with their class. This ensures all children experience quality texts at an age-appropriate level, which build their comprehension skills, develop their vocabulary and foster a lifelong love of reading.

We also provide specialised provision to pupils who need additional support in reading, speaking and listening, or in developing their understanding of English as an additional language.

Graphemes



Tricky Words



Early readers benefit from regular opportunities to read one to one with teachers, teaching assistants and reading volunteers within school.

We encourage all children to read regularly at home and are happy to support families with strategies and resources for this.

Reading for Pleasure

At Watton Junior School we are proud of our large, dedicated school library. This is a space where children can choose books to read for pleasure, or for individual research. All children are members of our school library and can log books out on our library system to read at school or at home.

We keep our library well-stocked with books related to our curriculum, as well as a range of engaging fiction and non-fiction titles. Our school year features regular opportunities to celebrate and promote reading for pleasure, such as World Book Day and author visits.

We encourage all children to read regularly at home. Listening to children read out-loud and sharing books together is a powerful way that families can support their child's learning. All pupils are given a book bag, containing a Reading Record and a home-school reading book. For pupils in Year 3, and early readers throughout the school, this will be a reading scheme book that is well-matched to their current reading ability. Pupils in Years 4, 5 and 6 are encouraged to select their own reading book from our school library, or from the books within their classroom reading collection.

All children are encouraged to read aloud to an adult at home and to record the title and pages of the books they have read in their Reading Record. Through regular practice of reading at home, pupils build reading stamina, develop their vocabulary and enhance their comprehension skills. Reading at home is a good way for pupils to discover favourite authors and genres of book and to develop a lifetime habit of reading. We encourage parents and carers to speak to their child's class teacher if they would like support with home reading: we are happy to help!

Sharing Stories Transforms Lives

Research shows that reading for pleasure improves a child's life chances, they feel happier and healthier, are more creative and do better at school. But reading for pleasure is in long-term decline, with only one in four children reading for pleasure every day, or nearly every day. We're on a mission to reverse this. One of the best ways to inspire children is to read with them regularly.

<https://www.dadsmakestoriesmagic.co.uk/>



ENGLISH CURRICULUM STATEMENT

English Curriculum: Intent

At Watton Junior School we teach children how to write effectively for different purposes and audiences. Our English curriculum is built around the use of engaging core texts. These ensure children encounter a range of genres and discover a wide variety of authors and poets. Children write in response to the core texts we share and use these as a rich model for the ambitious use of language within their own writing.



Every child has a one hour daily English lesson which follows the **Ready Steady Write** programme. This provides a sequenced, ambitious curriculum for writing, with units which have been carefully mapped out to match the entire statutory curriculum.

The study of each core text leads to two writing outcomes: a narrative and a non-fiction piece of writing. These units are sequenced to enable pupils to build on their knowledge of different genres from Year 3 to Year 6. This can be seen on our English Progression Maps and English Curriculum Overviews for each half-term.

English: Implementation

Each English lesson begins with a starter activity known as **Sentence Accuracy**, in which the teacher uses live modelling to present a sentence and highlight its grammatical features. Teachers articulate their thinking as they construct their sentence, providing insight into authorial choices. Pupils rehearse writing the sentence and use this as a model for constructing their own sentences.

During English lessons, pupils also have the opportunity to apply strategies they have developed during their Reading lessons. They learn to 'read as writers', exploring and discussing how writers' use of language has an impact upon the reader. Pupils are introduced to ambitious vocabulary within the core text and an *Example Text* linked to the intended writing outcome. Teachers use live modelling to build a shared understanding of language features to be included. Pupils rehearse aspects of the final task in short 'incidental writes'. They plan and prepare for their final writing outcome, drawing on the 'Writers' Knowledge' that has been developed during the learning sequence. Children engage actively in reviewing their own writing and that of their peers, learning how to be an effective response partner.

Teachers assess children's attainment using our Writing Assessment Pathway, identifying 'next step' targets and sharing these with children.

ENGLISH CURRICULUM STATEMENT

Spelling: Intent

At Watton Junior School we teach spelling using the **Ready Steady Spell** programme. This systematic spelling programme provides full coverage of National Curriculum expectations for each year group in a cyclical way, ensuring progression and reinforcement of prior learning.

Spelling: Implementation

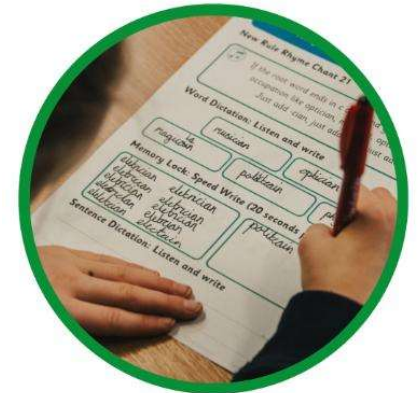
There are three **Ready Steady Spell** lessons a week, with a fourth lesson for revision and review. Each lesson follows the same four-part structure: -

- ❖ **Revisit and review:** activate prior knowledge
- ❖ **Teach:** introduce new strategy/ spelling rule/ pattern
- ❖ **Practise and apply:** apply chosen strategy, memory lock, word dictation
- ❖ **Formative Assessment:** sentence dictation

Within these lessons, pupils build on their knowledge of spelling rules and patterns. They are introduced to seven key spelling strategies, including 'Syllabeats' (segmenting words into syllables), 'Sound it Out' (applying phonic knowledge) and 'Rule Rap' (using a rhyme or song to remember a spelling rule). They are encouraged to think for themselves about which strategy to use when attempting an unfamiliar word.

This knowledge of strategies enables them to make informed spelling choices during independent writing.

Pupils are also taught how to use a dictionary and word banks to check the accuracy of their spelling during independent writing. They respond to teacher's feedback on spelling errors in purple pen.



National Curriculum Spelling Tracker

Alongside **Ready Steady Spell** lessons, we ensure pupils have the opportunity to develop their recall of the statutory spellings listed within the National Curriculum (NC). Pupils have an individualised set of NC spellings to rehearse, which is provided in their homework books. Pupils are expected to practise these spellings regularly at school and at home.

At the end of each half-term, teachers assess children's spelling and determine whether they need to remain on a particular spelling stage for consolidation or move up to the next level.

Pupils working on Stage 1 and 2 spellings may be given an Individualised Education Plan target for spelling, which provides them with small-scale motivational targets and opportunities for additional support.

Handwriting and Presentation: Intent

We encourage all children to take care and pride in their written work. The expectations for handwriting and presentation for each year group clear are made explicit through our use of Presentation Pledges. We aim to ensure that all children meet the national expectation for handwriting by the end of Key Stage 2: *maintaining legibility in joined handwriting when writing at speed*. We aim for joined handwriting to become an automatic skill, reducing pupils' cognitive load to enable them to focus on other aspects of the writing process.

Handwriting: Implementation

We use the Nelson Handwriting Scheme to ensure children are systematically taught how to form the correct joins from the beginning of Year 3, during handwriting lessons. Once pupils have mastered the correct letter formation and joins within handwriting lessons, they are gradually encouraged to apply this to their independent writing. By Year 6, the majority of pupils are expected to join their writing routinely in all subjects. Our school uses the Nelson handwriting script, as shown in our handwriting policy.

Teachers provide a range of adaptations for pupils needing additional support in handwriting. These include the use of ergonomic pens or pencil grips, the use of a laptop for writing tasks, the use of Clicker software, activities to develop fine motor control and additional time to rehearse letter formation. These pupils may be given an individual education plan target for handwriting or motor skills.