



Forever Learning: Limitless potential for every child

Our Reading Curriculum

Subject Introduction - Reading

At VSI, we value the importance of allowing our children to flourish and become independent, confident readers. Reading is fully embedded across the curriculum and is a key skill to ensure that we create 'limitless learners'. Reading is imperative to leading a successful, fulfilling life, where children develop into accomplished readers.

We use 'Unlocking Letters and Sounds' as the first stepping stone on the children's journey of reading. Children from EYFS-Year 2 have access to Phonics sessions daily (until Spring 1 - for most Year 2 pupils)

At VSI, in EYFS, the children learn to master the 'Early Reading' skills, through a myriad of provisions and teaching offered to the children on a daily basis.

In KS1, children build upon their skills and knowledge learnt in their Early Years Provision. September 2024 will see the introduction of 'Whole Class Reading' to Year 1 and Year 2, where children will immerse themselves into a huge range of diverse, progressive books every week. They will have a detailed understanding of the author, genre, perspective and intentions of these books, through 15 minute daily sessions, aswell as beginning to unpack these with their newly learnt comprehension skills..

After children complete the 'Unlocking Letters and Sounds' scheme, in Year 2, children will continue to develop their reading skills in Guided Reading sessions, which will delve into stories using comprehension skills and learn to apply these skills in a range of contexts.

Intent

Skills	Knowledge	Provision
<ul style="list-style-type: none"> ★ The ability to match the sounds of spoken English with individual letters or groups of letters ★ To expose children to a wide range of vocabulary so that they can be applied orally. ★ To apply the word reading and comprehension skills outlined in the National Curriculum. ★ To read Year 1 and 2 Common Exception words (80% accuracy) ★ Children have an understanding that the 	<ul style="list-style-type: none"> ★ Children learn the most common sound-spelling relationships (so that they can decode, or sound out, words) ★ Children learn the alternative sounds for some letters and groups of letters (so that they can decode, or sound out a wider range of words) ★ Children learn to blend sounds orally, segment words into individual sounds and recognise tricky words 	<ul style="list-style-type: none"> ★ Children will have access to a range of diverse , progressive books that are selected through the 'Windows, mirrors and sliding doors' theory (Rudine Simms Bishop) Cultural capital plays a key role in the selection of books. ★ Children will regularly change their reading book, depending on the reading band. All reading books are linked to Phonics scheme until Turquoise band. ★ Daily readers

<p>letter(s) on the page represent the sounds in spoken words.</p>	<ul style="list-style-type: none"> ★ Children learn how to write in a varied amount of genres ★ Children have a growing knowledge of vocabulary ★ Children learn about the author, illustrator and genres of a range of reading books ★ Children learn the difference between fiction and non-fiction books and associated features ★ Children learn how to comprehend text through VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval, Summarise) 	<ul style="list-style-type: none"> ★ read with an adult every week/fortnight (dependent on current level) ★ Book corners
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Implement

Quality First Teaching	VSI Pedagogy	Timetabling and Coverage
<ul style="list-style-type: none"> ★ ALL children are encouraged to participate and adaptations for particular needs are met to ensure that ALL children can be successful readers ★ All children have access to the same text (Whole Class Reading) - shown on a visualiser/screen, to allow children to follow along. Fluency is modelled during these sessions and echo reading is used. Echo reading is where you model what the reading should sound like. ★ All children are exposed to a wide range of genres, diverse authors, diverse characters, PSHE/ELSA themes and all with a focus on either; windows, mirrors or sliding doors. 	<p>At VSI we follow the principles of Rosenshine Pedagogy. All lessons have these aspects:</p> <ul style="list-style-type: none"> ★ Sequencing concepts and modelling ★ Questioning ★ Reviewing learning ★ Practice and apply ★ Through this, subject specific vocabulary is developed. (5 new words a week, minimum) <p>★ These are relevant during 'Whole Class Reading' sessions, Phonics and Guided Reading lessons.</p>	<ul style="list-style-type: none"> ★ Phonics is taught in a daily lesson lasting from 20 mins at the beginning of Reception to 30 minute sessions in Year 1 and 2 ★ Phonics is embedded in EYFS from Phase 1 body percussion in Nursery to Phases 2 - 4 in Reception. ★ Whole class reading 15 minutes daily, ★ Individual reading once a week/fortnight. ★ Daily Readers (Bottom 20%) ★ Guided Reading (when appropriate) ★ Library slot- once a week, take home a book and listen to whole school story

Opportunities	Subject Leaders	
<ul style="list-style-type: none"> ★ All reading has cross-curricular links with all other subject areas. ★ Whole class reading sessions run for 15 minutes daily - accessed by all children, which focuses on a love of reading, learning new vocabulary and an aspect of comprehension (VIPERS) ★ At VSI, children have other opportunities to read outside of learning time: <ul style="list-style-type: none"> ★ Book area at lunchtime ★ Library visit ★ Individual readers (Read with an adult) ★ Reading Eggs (access for home) ★ World Book Day 	<p>The reading subject leader is responsible for:</p> <ul style="list-style-type: none"> ★ Planning the strategic direction and development of reading at VSI. ★ Leading, Teaching and Learning in reading and sharing expertise to support staff. ★ Guiding and supporting CPD and staff development for specific teachers. TA's or as a whole school. ★ Managing reading resources. ★ Being the drive for reading as a subject. 	
Impact		
Confidence	Writing Culture	Limitless Potential
<ul style="list-style-type: none"> ★ Children will leave VSI as confident, fluent and enthusiastic readers ★ Children will be encouraged and given ample opportunities to develop a love of reading for pleasure. ★ Children will read a variety of different genres, written by a diverse range of authors. ★ Children will develop a thirst for finding new information through reading opportunities. 	<ul style="list-style-type: none"> ★ Children will be exposed to a huge range of diverse books (one a week), that they will unpick and analyse. ★ Children will have been given the opportunity to read with their peers, independently and with an adult. ★ Children will have a buzz about reading. ★ Children will be given opportunities to read for pleasure - weekly library visits, whole class reading sessions. ★ Children will apply their reading skills across all curriculum areas. 	<ul style="list-style-type: none"> ★ Children will experience real-life reading opportunities and understand how reading is a key life skill. ★ Children will reflect, learn to persevere, be responsible and develop stamina for reading. ★ Children will build on their self-confidence to enable them to read independently.