

Being a Reader at Sacred Heart

Our Vision

At Sacred Heart, we believe it is a child's 'right to read' and experience the joy of literature. Therefore, our Reading Curriculum is designed progressively and creatively to ensure that at each stage of development, we provide our children with a wealth of literature, appropriate pedagogies, and the correct level of support, to enable each child to become fluent and enthusiastic readers. Our approach to reading is based on the 'Simple View of Reading' theory, in which both a parallelled then combined focus on word reading and language comprehension skills are developed for children to read effectively. From a focus on the development of oracy and vocabulary and the fostering of early reading skills in the EYFS, we ensure that our pupils establish strong foundations ready to read. Our clear progression of phonic knowledge and skills in the EYFS and KS1, enable our children to quickly develop word reading skills in order to read independently. Our progressive focus on language, vocabulary, metacognitive comprehension strategies and fluency skills, ensure that our children have the critical skills to access the meaning of any text they may encounter or choose to read. Critically, throughout our school, we aim to foster a love of reading; through providing children with opportunities to listen and engage with a range of quality texts within our progressive reading spine. We endeavor for our children to become ambassadors of books by sharing their love of literature within our school and wider community, and most importantly, become readers for life.

What do we do?

We provide children, from Nursery to Y6, with the opportunity to listen, experience and engage with quality texts from our book and poetry spine, in order to develop their language and vocabulary. By year 6, children will have listened to a significant number of quality fictional texts, from a range of genres, key authors and literary traditions. This is in addition to linked fiction and non-fiction texts in reading lessons, and the great number of books they choose to read from our school library. Children in the Early Years, learn a specified number of Nursery Rhymes and songs, in order to further develop their language comprehension skills.

EYFS planning, teaching and provision facilitates language development, though targeted vocabulary linked to our spine books and non-fiction texts. Young children's language comprehension is developed through 'back and forth' talk strategies across the EYFS and Year 1.

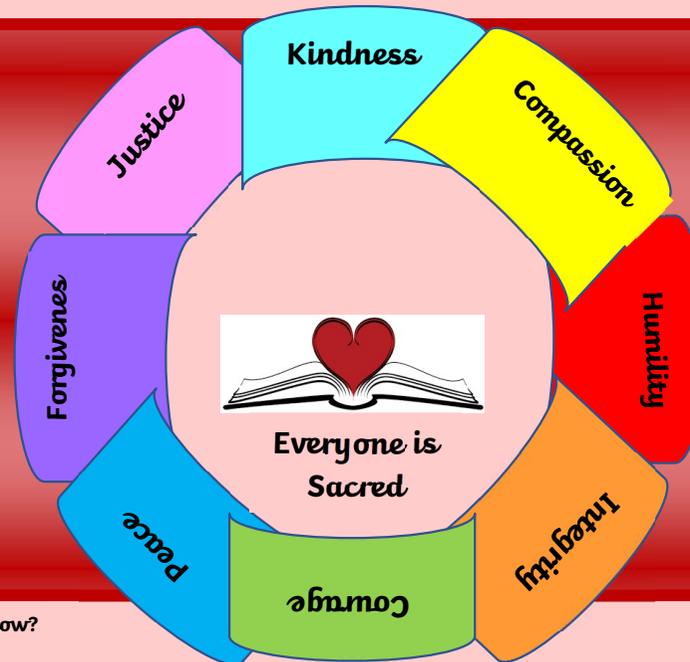
We ensure that all children, from the earliest opportunity, develop phonic knowledge and skills to read independently by the end of year 1.

We ensure that all children have a reading book matched to their phonic or word reading ability, to enable them to read independently in school and at home.

We ensure there is dedicated time to foster a love of reading by: daily time dedicated for teachers reading books aloud from our reading spine; rhyme time; dedicated quiet reading time; daily library access; opportunities to perform poetry and plays and recommend books to each other.

We develop fluency and comprehension skills in whole class reading lessons to ensure children read for understanding to become confident public readers and speakers, and effective critical readers.

All children, regardless of background or ability, will learn to read, and experience iconic children's books and literature.



How will we know?

IMPACT

Sacred Heart children will leave our school:

- Children will recognise and discuss a range of children's literature; iconic texts, authors, poets and playwrights; literary themes and genres; poetic conventions and techniques.
- Children's spoken language will include a vast range of vocabulary, they will speak and communicate articulately across a broad range of subjects.
- They will be able to read confidently, effortlessly and fluently, showing comprehension through intonation and expression.
- They will be critical readers: identifying themes, making links; reading for depth and inferred meanings.
- They will independently 'choose' to read and recommend books, authors and series of books to their friends and peers.
- They will possess the comprehension skills to read challenging texts and determine meaning. They will be able to access further challenging texts at secondary school.
- Their art, drama and storytelling will reflect their experience of imagined and historical worlds, adventure and stories from different traditions and cultures. Their imaginations will have no end; they '...will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds.' Pie Corbett.

How do we it?

IMPLEMENTATION

- Teachers read aloud, for at least ten minutes a day, and teach texts from Sacred Heart's book Spine. This fictional spine progresses from listed nursery rhymes and songs, quality picture and rhyming books for the EYFS, to challenging iconic texts in upper key stage 2. Our poetry spine also ensures that our children develop an understanding of different poetic structures and techniques.

- Our Sacred Heart Spine is bespoke, and in Year 1 and EYFS tailored to our Enquiry Projects to enhance language and talk. There are stories, Nursery Rhymes, songs and vocabulary mapped out for each half term to support development of language and vocabulary, which will be explored through back and forth talk, lessons and provision. This is implemented through ensuring opportunities for 'Back and Forth' talk throughout the day. Children have daily Rhyme Time, including Nursery Rhymes and circle songs. Children with S&L delay have additional story time or TalkBoost.

- Children in Reception and year 1, learn to read using **Read, Write, Inc.** phonics: a systematic and rigorous phonics programme. This is the first lesson of the day for children in these year groups, as we recognise the importance of ensuring they learn to read quickly and accurately. Every child's phonics knowledge is assessed every half term. Intervention is quickly implemented on a 1:1 basis if necessary.

- Children in Reception and year 1 take home phonically decodable reading books matched to their phonic level. Children in KS2 choose and read, at home and at school, books within their ZPD range using the **Accelerated Reader** programme. This programme encourages independent reading through providing children with the opportunity to choose a wide selection of books that are matched to their reading ability.

- Reading is taught daily throughout KS2 in our taught reading lessons. Children are explicitly taught new vocabulary, comprehension, and fluency skills through quality texts from our reading spine and linked texts. We teach comprehension skills, including effective retrieval and explanation skills, aligned to the curriculum, progressively from Reception to year 6. These skills are taught through modelled examples and class practice before independent application.

Children have the opportunity to recommend, experience and share books through **BookFlix**, World Book Day and our school library and Schools Librarian Service subscription.