



Reading at Bishop's Castle Primary School

Our Curriculum Drivers at Bishop's Castle Primary School

Confident Communicator

Widening Horizons

Growth Mindset

Healthy Body
Healthy Mind

Our Core Values

Ready

Respectful

Safe

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

Bishop's Castle Primary School understands the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another: pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence. We aim to instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.

What Reading looks like in our school:

- ❑ Whole-class guided reading sessions where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- ❑ Learning objectives taken from Insight to enable a progression of skills
- ❑ Children are read to each day by their class teacher.
- ❑ A 'reading for pleasure' culture exists where children happily discuss books they have read and make recommendations to each other
- ❑ Comfortable, quiet, reading areas are positioned around the school to give children the opportunity to sit down and enjoy a book

This is our philosophy:

- ❑ It is essential that, by the end of their primary education, all children are able to read fluently, and with confidence
- ❑ We provide any children who are falling behind with urgent, purposeful catch-up sessions
- ❑ To instil a passion for reading in children, which they will carry on into subsequent education and their later life
- ❑ Children should be exposed to high-quality literature for them to enjoy, discuss and learn from

This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

- ❑ Read and understand simple sentences
- ❑ Use phonic knowledge to decode regular words and read them aloud accurately
- ❑ Read some common irregular words
- ❑ Demonstrate understanding when talking with others about what they have read
- ❑ Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions

By the end of Key Stage 1 pupils will:

- ❑ Be able to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt
- ❑ Reread books to build up their fluency and confidence in word reading
- ❑ Read common exception words
- ❑ Hear, share and discuss a wide range of high-quality poems, stories and non-fiction texts to develop a love of reading and broaden their vocabulary
- ❑ Be able to retell some familiar stories that have been read to and discussed with them

By the end of Key Stage 2 pupils will:

- ❑ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
- ❑ Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, increasing their familiarity with them
- ❑ Identify and discuss themes and conventions in and across a wide range of writing, making comparisons within and across books
- ❑ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ❑ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

This is how it works:

- ❑ Whole-class ERIC (Explain, Retrieve, Interpret & Choice) sessions take place daily, focusing on building fluency and embedding comprehension skills with direct, taught sessions
- ❑ Each lesson has a specific learning objective which are linked to the National Curriculum objectives
- ❑ Weekly Book Talk sessions take place. This is a pens-free session in order to promote verbal, in-depth discussions of the text
- ❑ By the time children leave Year 6 they will have covered a wide genre of texts and styles which will foster their love for reading
- ❑ Links with other areas of the curriculum are made during guided reading, and other curriculum lessons, to provide children the opportunity to apply their reading skills in other areas

This is what adults do:

- ❑ Encourage a love of reading by giving it a high profile within school
- ❑ Identify those children who need extra support in order to provide them with urgent, catch-up sessions
- ❑ Carry out learning walks to maintain high-quality teaching of reading
- ❑ Work with other schools and Reading Leads to ensure we continue to provide quality-first teaching

This is how we support:

- ❑ Work may be differentiated so that all children are able to meet the learning objective
- ❑ Small group/1:1 adult support is given where required
- ❑ We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas
- ❑ These children will then receive additional support or resources to use
- ❑ Coloured-overlays, and specific dyslexia-friendly books, are provided for those who need them

This is how we challenge:

- ❑ Additional questions are provided to stretch the learning within the lesson
- ❑ Small group sessions are provided, where possible, with texts and questions pitched at a higher level

This is how ensure all children can access the curriculum:

- ❑ Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic
- ❑ Seating children alongside good role models to support one another
- ❑ By providing visual/practical prompts
- ❑ Teaching lessons using a range of different techniques
- ❑ More frequent repetition and revisiting to help make it stick

This is what you might typically see:

- ❏ Children who are engaged and self-motivated
- ❏ Discussions centred around books and literature
- ❏ Children talking positively about reading, sharing and reflecting on their learning and how it relates to real life situations
- ❏ Children who are able to use a range of strategies for decoding words, not solely relying on phonics

This is how we know how well our pupils are doing:

- ❏ Adults in school listen to every child read at least once a week
- ❏ The lowest 20% of readers are listened to every day
- ❏ In KS2, children complete a Star Reader test at the end of each half-term which gives them a reading age, Norm Reference Standardised Score (NRSS) and Student Growth Percentile.
- ❏ At the end of each half term, skills are highlighted on Scholar Pack according to whether a child has demonstrated that they have met a skill.
- ❏ Children's logbooks are checked weekly by staff, along with the volume of reading taking place, the number of quizzes taken and the percentages children are scoring on quizzes
- ❏ Book scrutiny, pupil perceptions and planning audits take place

This is the impact of the teaching:

- ❏ Children have developed a love of reading
- ❏ Children can confidently read and discuss what they have read
- ❏ Children of all abilities are able to succeed in reading lessons
- ❏ Children have a good knowledge of a range of authors
- ❏ The % of children working at ARE within each year group will be at least in line with national averages
- ❏ The % of children working at Greater Depth within each year group will be at least in line with national averages
- ❏ Children are ready for the next step in their education

What is Cultural Capital?

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career, and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise the social ladder without necessarily having wealth or financial capital.

In Reading, we aim to build and develop our children's Cultural Capital by:

- ❑ Providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds.
- ❑ Planning out our yearly texts to ensure that cover of a variety of genres including non-fiction and poetry. Texts have been specifically chosen because they have rich vocabulary, are written by famous authors, teach diversity or are recommended books from the Pie Corbett Reading Spine.
- ❑ Using books to raise awareness of important issues that the children may face in the wider world. Our Book Talk sessions provide us with time to discuss these more in-depth subjects.
- ❑ Creating role-play activities to promote vocabulary and interest
- ❑ Organising author visits to promote aspirations
- ❑ Visiting the local library and signing the children up, to show them how they can access texts for themselves, outside of school

SMSC links in Reading at Bishop's Castle Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. In Reading at Ludlow Primary School, links to SMSC are made to create a child centred approach to Reading's knowledge and skills.

Spiritual

- 📖 Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of our pupils
- 📖 We are sensitive to pupils' individual needs, backgrounds, and experience
- 📖 We aim to give all pupils an appreciation of the richness and power of Reading
- 📖 We expose children to wide variety of texts which help to develop their personal philosophy
- 📖 We study key texts that give pupils the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives.

Moral

- 📖 Within the classroom, we encourage respect and reward good behaviour
- 📖 We value listening to others' views and opinions on problem solving
- 📖 We promote discussion, particularly through our Book Talk sessions, and support pupils to question information
- 📖 We study key texts that encourage moral thinking through the recognition of values.
- 📖 We give pupils the opportunities to consider different perspectives and empathise with other characters.
- 📖 It is acceptable to make mistakes as long as the correct methodology to obtain the otherwise correct answers is then learned and remembered

Social

- 📖 In classrooms, we look for opportunities for pupils to discuss and share ideas in order to promote self-esteem and build self-confidence
- 📖 Speaking and Listening activities promote the opportunity for pupils to share their own experiences and appreciate other pupils' perspectives and experiences.
- 📖 We encourage collaborative learning in the classroom – in the form of listening and learning from each other as well as paired discussion / working partners

Culture

- 📖 We plan our texts to ensure that children are exposed to different genres and cultures through their reading
- 📖 Pupils learn to appreciate and respect others through the study of fiction, non-fiction and poetry from different cultures.
- 📖 We ensure our school library is filled with books from a range of different authors, from different backgrounds and cultures

S
M
S
C

L
I
N
K
S

