



Our English Reading Curriculum

Intent

Elveden C of E Primary Academy is committed to providing a high-quality educational experience for all pupils.

Elveden Curriculum Rationale

As a Church of England school, our six Christian values are inextricably intertwined throughout all areas of our curriculum. These values are clearly evident in English lessons and in the way children apply their learning in everyday school life through their social interactions, attitudes to learning and understanding of their own emotional wellbeing.

Throughout our English curriculum, we encourage our children to be:

- **Respectful** – showing respect for each other's ideas, opinions and creative contributions in speaking, reading and writing.
- **Trustworthy** – demonstrating honesty and responsibility in their learning and working independently or collaboratively with others.
- **Forgiving** – being aware of how words and actions can affect others, offering constructive feedback and learning to move on so everyone feels valued.
- **Hopeful** – having confidence and optimism in developing their reading, writing and communication skills.
- **Friendly** – being kind, supportive and attentive listeners during discussions and collaborative activities.
- **Persevering** – demonstrating resilience in English lessons, particularly when reading challenging texts or refining their writing.

In Reading at Elveden we let our light shine by promoting a love of reading and instilling this throughout our whole curriculum. Adapting the needs so all children can meet and make progress and promote inclusion. We believe that every child deserves the opportunity to fall in love and get lost in a book so we prioritise this highly to create life-long readers.

The National Curriculum for English aims to ensure that all children:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Use discussion to learn, elaborate and explain clearly their understanding and ideas

At Elveden C of E Primary Academy, reading is at the core of many curriculum areas. Throughout school, children are presented with many opportunities during the school day to read or listen to stories being read aloud. Reading is a high priority in our book-led English curriculum. Through the teacher's choice of high quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from reading. With this we aim to provide children with the understanding that reading provides opportunities to discover new knowledge, revisit prior knowledge and understand more about what they learn.

Implementation

At Elveden Academy, we follow a clear, progressive scheme alongside the National Curriculum. The teaching of reading is progressive throughout school and reading is at the core of our curriculum. Children are provided with a variety of ways to acquire knowledge to know more, remember more and understand more. We endeavour to ensure we provide our pupils with a 'language rich' environment; we ensure we have a wide range of texts displayed around our school, to correlate with our wider curriculum. We work hard to raise the profile of reading, sharing the importance of reading with our parents, carers and wider community. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language across the wider curriculum through the use of our knowledge organisers, vocabulary mats and working walls.

Core texts: The core text will often drive the topic, supporting acquisition of knowledge and providing children with good quality examples of different text types. Sometimes the texts are chosen for their rich vocabulary, themes and opportunities to develop quality writing.

Early Reading: The systematic teaching of phonics through the Little Wandle Reading scheme (DFE Approved), is a high priority through Early Years and Key Stage One. Phonics is taught daily to all Early Years and Year One and Year Two children who have not completed the scheme. Children are given reading books to match their phase of phonics, which is determined through rigorous assessment. Interventions are planned promptly for children not on track to meet the expected standards through the Little Wandle Keep Up and Rapid catch up schemes.

Reading Schemes: In EYFS and KS1, we use the Little Wandle Reading books which are primarily from the Collins Big Cat Phonics range, designed to match the Little Wandle Letters and Sounds Revised programme's progression. This means that they are fully decodable and matched to children's learning in class and current ability across the different phases, to provide a wide variety of texts featuring diverse characters and plots to keep children engaged while learning to read. In Year 2 the children who are ready to; move onto the Collins Big Cat for Little Wandle Fluency books, this programme is the perfect follow on from Little Wandle Letters and Sounds Revised and helps children build up confidence, stamina and a love of reading. The Fluency books include an inclusive mix of fiction and non-fiction and have downloadable lesson plans, teaching notes, word cards and assessments to keep consistency and are based on children's reading speed and accuracy. Fluency 1 is designed for children reading at 60 words per minute with the scheme ranging up to Fluency 15 where children are expected to read around 159 words per minute. The aim is to build fluency and create confident readers for life. In KS2 Fluency and Comprehension skills are built up in their VIPERS sessions which is an acronym standing for Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequence/Summarise, focusing on key skills to help children understand texts better by asking targeted questions in these areas.

Individual Reading: Early Years and Key Stage One staff listen to individual children read on a weekly basis through English skills, and their home reading record is checked daily, allowing staff to ensure children are reading a correctly matched book to their phonics and reading group ability. Children are encouraged to reread texts over the course of the week to develop decoding, prosody, fluency and comprehension skills. In Key Stage Two, children are identified who need additional support and these children are also read with frequently on a 1:1 basis. Individual reading is tracked in reading passports.

Reading for Pleasure: Teachers regularly read aloud to their classes and share their love of books. Children are encouraged to choose a book from our 'Elveden Essential Reads'. This is a list of books for each key stage group, chosen from Pie Corbett's reading spine, Book Trust recommendations and having spoken to the children to promote a love of reading. Each book has been specifically chosen for its interesting plot, rich vocabulary and structure. Whereas some children will be able to access these independently, they are books which we encourage children to share with their adults at home too. We have invested in many non-fiction books linked to our new curriculum – all of which are beautifully illustrated and inspire curiosity. Children are welcome to borrow these too and are always much sought after! In addition, throughout the school year, the importance of reading is enhanced through National Poetry Day, World Book Day, author and poet visits, Shakespeare Week, Library trips, Book Fairs and sponsored reading events to further enrich our English curriculum. We also promote our love of reading at Elveden through our whole school Reading Cafes where parents come into school to take part in some reading activities with their children and share the importance of reading at home. KS2 have invited parents in to work alongside children on their 'Reading Rivers' discussing the books they enjoyed in their childhood through to adulthood as we believe reading should be a whole-family love, transforming from a simple bedtime routine into a shared culture that builds strong bonds, emotional intelligence, and lasting memories. We also have a school Library in our outdoor spiritual classroom where children have access to this throughout the week and can choose books to take home, as well as during their lunch break if they wish they can curl up quietly and lose themselves in a book. When reading is embraced as a collective activity, it provides a crucial, distraction-free connection in a busy world, allowing children, families and schools to explore new worlds together.

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including

books that reflect the children at Elveden C of E Primary Academy and our local community as well as books that open windows into other worlds and cultures. Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. We have even created the “Elveden Masked Reader” which is when we share videos of our teachers and children masked up reading their favourite books to the school and the children have a vote on who they think each is. There are book prizes for the winning classes - the children adore this and it has created a real buzz around the school! In Early Years/Year 1, children have access to the reading corner every day in their free flow time and the books are continually refreshed. Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. Raffle tickets are rewarded to children who read regularly so that they are in with a chance of winning a prize, this helps to promote and encourage consistent reading. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read. Each class will visit the local library as well. The school library is in the outdoor classroom and made available for classes to use at protected times during class time and books are checked out via the school booking system. However, children also love to use it during their lunch breaks too, where they can curl up and read a book quietly if they do not wish to play outdoors. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, world book day, Shakespeare week as well as our school reading cafes).

Support: Children not meeting the expected standard or who are at risk of not meeting their individual targets are offered additional support. This may include the Keep Up and Rapid Catch up phonics intervention to support their decoding skills, 1:1 reading to build up fluency, Reading comprehension intervention or Lexia (a computer-based approach to improving reading, covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension).

Impact

We aim for children to have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in EYFS. Children will use their Reading skills as a key tool in helping them to learn and access the wider curriculum, and as a result, know more, remember more and understand more. As an incentive children who read regularly at home are rewarded with weekly raffle tickets to have the chance to win book prizes and rewards to encourage all children to read at home regularly.

At Elveden C of E Primary Academy, the decoding skills are taught through the Early years Little Wandle Phonics programme and embedded throughout our exciting English lessons and developed progressively over time. We are committed to ensuring that children recognise the importance of English in the wider world and are able to communicate confidently and effectively in a range of contexts. We are aware that reading significantly impacts cognitive, emotional, and social development by boosting vocabulary, improving focus, enhancing empathy, reducing stress, and increasing general knowledge, leading to better academic performance, improved mental well-being, and stronger life skills for both children and adults. It stimulates the brain, builds confidence, offers escape, and provides insights into diverse perspectives, essentially making individuals more articulate, understanding, and equipped to navigate the world.

We measure progress through regular monitoring and evaluation:

- Regular book looks, planning feedback, and lesson drop ins.
- Pupil voice discussions.
- Filling in reading passports regularly and monitoring this.
- Data tracking and assessment review half-termly via the Little Wandle assessment tracker and fluency wpm assessments.
- Termly Pupil Action Planning meetings.
- Staff and governor monitoring
- Staff CPD

And formative assessments regularly throughout most VIPERS lessons using their questioning and comprehension skills.

We want all children to enjoy English and experience success as readers, writers and speakers. We are dedicated to nurturing children’s curiosity, creativity and love of language, while developing their ability to express themselves clearly and thoughtfully.