



“After nourishment, shelter and companionship, stories are the thing we need most in the world.”

— Philip Pullman

At Naunton Park Reading is the beating heart of our curriculum and the gateway to our whole-school learning. It is the key that enables access to all other subject areas. It allows pupils the chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables pupils to acquire new knowledge and to build on what they already know. At Naunton Park Primary School we not only promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, but develop their love of literature through widespread reading for pleasure.

Our Naunton Park Challenge Curriculum is designed to help children know more and remember more. Its design is centred upon key concepts which allow children to make connections between larger ideas as they move throughout their education.

To this end, we not only focus our attention on a body of Leading Literature to support our Reading curriculum, but we also choose class readers for each year group based on strict criteria of content, engagement and diversity. Class readers aim to be above the level of the highest achieving child in the class to ensure that we provide challenge for all; and they include a mix of Classic and Modern texts. (A list of each year group’s books is available on this site.)

Each day, each class in Key Stage 1 and 2 will experience reading for at least 30 minutes a day. We do this through two programmes: Just Reading, in terms 1 and 2; and Whole-Class Teaching of Reading (WCTR) in terms 3-6.

Just Reading is a research-based reading programme from Sussex University that advocates reading of whole texts at a level above the highest-attaining reader in the class. Texts (one modern during Term 1 and one classic during Term 2) are chosen by the English Team based on a number of criteria. Each child has their own copy of the book and follows at the same pace as the teacher who reads with their copy under a visualiser. In this way – the pupils following the text with their finger, colour overlay or a marker; and with the added support of the teacher modelling the process of reading on the visualiser – we ensure inclusivity and access for all.

The premise of Just Reading is that each lesson is made up of four parts: a re-cap is done at the start of the lesson; key vocabulary for the chapter is then taught to allow for next steps in learning; the next chapter is then read with fluency and prosody (as we believe that fluency aids comprehension); and finally, the class writes a summary of the chapter together. This technique opens the children’s minds to new, classic and varied literature, new vocabulary and great texts they might not otherwise access. All this happens in an inclusive and supportive framework and produces great progress which is validated by our data.

From Term 3 we move into Whole-Class Teaching of Reading which is a system based on an amalgamation of Pie Corbett’s Talk for Reading; Aiden Chambers’ Book Talk; reading for Fluency; and embedding the ‘Vipers’ themes (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise) for comprehension. It is in this way that children build-up their knowledge of the higher-order reading skills of prediction, inference and deduction while consolidating their retrieval, summarising and explaining skills.

Progress is ensured through our choice of books; formative and summative assessment; and on-going reference to a child’s learning against the National Curriculum Standards for Reading. WCTR, and its associated follow-on tasks, enables the comprehension aspects of reading to build-up through the school showing cumulative progress in the pupils’ knowledge and understanding. Starting with discussion-based learning in EYFS and Year 1 with some recording in Floor books; to some more formalised, written



recording in Year 2 using the 'Vipers'; to the use of Vipers and Point, Evidence, Explain (PEE) for written comprehension answers in KS2 - starting in Year 3 and 4 with a P and E, progressing into Year 5 and 6 with the full PEE.

As well as the explicit teaching of Reading skills, KS1 classes have reading boxes and a dedicated KS1 library for promoting Reading for Pleasure. In KS2, class libraries contain a range of genres including poetry for Reading for Pleasure and the KS2 library contains predominantly non-fiction texts linking to our wider Challenge Curriculum. We regularly supplement and refresh the classroom bookshelves with new books, including non-fiction, graphic novels, poetry, comics and a range of fiction.

Staff also provide a whole range of activities that help to encourage the love of reading within our school. Children are given the opportunity to recommend books to each other in their class; each class attends the Literature Festival annually; we organise book swaps; we have book fairs; there is a Reading Club; Reading Ambassadors from Year 6 read to reluctant readers; Year 6 and Reception classes have a weekly Buddy Reading time; and we have author visits such as Cressida Cowell who came to speak and inspire KS2 and Year 2 children about writing books and the power of reading.

Children in Naunton Park are taught to read using the phonics system Sounds-Write. Sounds-Write progresses through into Key Stage 2 and is based on the teaching and learning of polysyllabic words. In KS1 phonics lessons are daily and in KS2 they usually happen three times a week. Following on from reading fully-decodable Sounds-Write and Dandelion books, once ready, our pupils move into the Oxford University Press (OUP) reading scheme. Once they reach a reading level where they are deemed to be 'free readers' they may choose a book of their own choice. Children also have access to 'Richer Read' books that are designed to be read alongside an able-reader who can guide and facilitate the reading of these books. All our scheme books are kept in either the KS1 or KS2 libraries for easy access to all.

We have recently introduced a Fluency Intervention Project in years 5 and 6. Following training from the Herts Fluency Project, four TPs are trialling groups of readers including the lowest 20% and EAL pupils. We are videoing the children reading before and after the 6-week intervention and their progress is plain to see.

To support our dyslexic children, there is a supply of age-appropriate dyslexic-friendly texts such as Barrington Stokes. The teaching of Reading is also adapted as required to enable children with SEND to access this area of the curriculum, in line with their individual needs and My Plans and through liaison with the school SENDCo.

Each child has a Reading Diary which travels between home and school. This is completed five times a week by parents and monitored by teachers on a weekly basis. The minimum expectation is that our pupils read five times a week. In KS1 we aim to hear our lowest 20% children read every day to either the class teacher or Teaching Partner and the rest of the class on a rolling programme. In KS2 we endeavour to hear our lowest 20% of readers every week and the rest of the class on a rolling programme.

The impact of children's progress and attainment in Reading is measured throughout the year by undertaking Pupil Voice and observations and their enthusiasm shines brightly. The following quotes came from a recent Pupil Voice and sums up our school's Reading ethos:

"If someone asks you something, reading means you can read to find out and learn it."

"I have really improved in my reading this year because the books have been hard. But this has helped me to stop choosing graphic books and read more difficult books without pictures and I can now make up my own pictures in my head because I understand them."



“If it wasn’t for reading in school I wouldn’t be interested in reading. But now you can take me to Waterstones and I’m like, yeh! I am really engaged.”

“When I came in to Year 6 I was stuck in a mindset of not really liking reading. But now that I have been made to listen I am starting to listen on my own and I am loving it.”

“Now I really like to read to myself.”