



Reading at Naunton Park Primary School



NAUNTON PARK DRIVERS:

CHALLENGE curriculum and Values

(Kindness, Pride, Peace, Curiosity, Empathy, Trust)

- Naunton Park's Reading Curriculum is designed to ensure that **every child is a reader** regardless of their background, needs or abilities. A range of classic and modern fiction, poems and non-fiction are chosen to develop pupils' vocabulary, language, comprehension and a love of reading for life. Our aim is that **learning to read evolves into reading to learn**.
- Naunton Park's Reading lessons are **child-centred**, teaching children the fundamental skills needed to be successful in reading across a range of genres. Our Leading Literature (**high quality, rich texts**) has been chosen to foster **a love of learning, to nurture growing minds** and to develop a **curiosity** about the world.
- Through reading pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society. Texts have been chosen to show children that there are many ways of living in this world. Through these texts, children are taught to respect differences, ensuring we promote **kindness** and **empathy** towards others.
- With support, enriched teaching and learning and perseverance, we promote **achievement for all** and ensure that reading is **all inclusive**.



The Big Ideas

Reading is the gateway, the beating heart of our challenge curriculum. All key learning is linked to our Leading Literature.

Great readers become great writers so our Reading and Writing curriculums are closely linked. Children experience a rich diet of texts which they can draw on for their writing as well as to develop growing minds and empathy.



Sequencing of Content

At Naunton Park children are immersed in a diverse range of texts.

Just Reading texts are chosen to be higher than the most able reader in the class, with a mixture of classic and modern fiction for each year group.

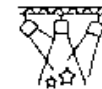
Through Whole Class Teaching of Reading, high quality rich texts (Leading Literature) and our picture book spine promote our challenge curriculum and school values.



Support For All

Children receive Quality First Teaching as they progress from decoding, to fluency, to comprehension.

Just Reading and Whole Class Teaching of Reading are inclusive of all children.



Enrichment

Children are exposed to high quality literature through reading and writing lessons.

Children have the opportunity to participate and attend the Cheltenham Literature Festival as well as experience visits from leading children's authors.



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Early Reading

The Early Years environment is flooded with books for children to freely explore and enjoy.

There is a balance between systematic phonics and storytelling, singing and rhyming activities to develop phonological awareness.

Children hear modelled reading daily.

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Phonics

- Our ambitious, **all-inclusive** whole-school linguistics phonics programme, Sounds Write, is taught from EYFS to year 2.

It ensures children follow the mastery approach with review and retrieval practice interleaved with new learning.

Phonics is systematically delivered from day one and we deploy a keep up not catch-up approach.

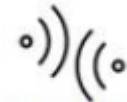


Speaking and Listening

Reading takes many forms. At times reading is shared, other times it is adult or child lead.

We follow a Talk for Reading approach in developing our comprehension skills.

We use Book Talk to promote oracy while discussing texts, ideas and vocabulary.



Reading Fluency

Being able to read fluently is the bridge from decoding to comprehension. Children from Reception onwards re-read books to practice and improve their fluency. Fluency (automaticity, accuracy and prosody) is modelled by teachers in Just Reading and when reading Class Readers.

A Reading for Fluency intervention is delivered by highly skilled teaching partners for those who need it.



High Quality Text

Texts are ambitious in their language and themes. There is a good balance of fiction, non-fiction and poetry and books are chosen to transport children to other places in the world and different lives.



Vocabulary

Vocabulary is both explicitly taught and discretely shared. Ambitious vocabulary is taught daily.

Pre-teaching and over learning is used to ensure vocabulary is embedded into long term memory.

Never Heard the Word grids help to unlock comprehension for our Leading Questions.



Reading Responses

Book Talk enables children to respond orally in Whole Class Teaching of Reading, to share ideas and understand that every reader brings a different interpretation.

As children progress through the school, there is more emphasis on written responses using Talk 4 Reading key reading skills, including summarising, questioning, predicting, inferring, visualizing, clarifying and evaluating.



Reading Culture

Reading is the beating heart of our school.

Teachers model a love of reading for children.

Children take home a Richer Read book as well as an OUP levelled book.

Children have the opportunity to share book recommendations.

Book Clubs allow children the chance to explore newly published books.