

# St Thomas More Catholic Primary School Curriculum Statement

## Reading after Phonics

A community working through prayer, celebration and learning, to achieve excellence.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality.</li> <li>• Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching.</li> </ul>	<p><b>Our typical teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>• WOW! Engagement with text (2 mins)</li> <li>• Introduction of skill(s) that you are learning and revisit of prior learning.</li> <li>• Model of the reading skill (2 each half term based on pupil need)</li> <li>• Pupil reading skill guided practice and independent.</li> <li>• Adult modelled reading of the text. Pupil will be exposed to fluent reading with modelled expression and intonation. Pupils listen. Orientate with text and vocabulary. Think: predict, gist, orientate, vocabulary, evaluate.</li> <li>• Re-read including STM fluency strategies.</li> <li>• Comprehension skill revisit of prior learning and model. Teacher will read aloud and think aloud. Skill is explicitly modelled.</li> <li>• Guided Pupil Practice (Guided by teacher and often in pairs)</li> <li>• Independent pupil practice. Independent application of skills.</li> <li>• Opportunity to independently practise previously taught skills and build stamina and resilience.</li> <li>• Weekly application session of new skills and previously taught skills to build stamina and accuracy.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed ability to use phonic knowledge at their stage of development to decode and blend for reading</li> <li>• A secure understanding of the key techniques and methods for each key area of the programme</li> <li>• A progression of understanding, with appropriate programme vocabulary which enables learning</li> <li>• Confidence when discussing the key skills that they have been taught.</li> <li>• Pupils enjoy reading.</li> <li>• They know their ZPD range and regularly complete AR quizzes.</li> <li>• Pupils know which Lexia level they are on.</li> <li>• Pupils will be able to talk about the reading skills that they are focussing on.</li> </ul>
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more phonic knowledge and develops them as readers and writers.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate quality texts for each area of the curriculum.</li> <li>• Have developed working walls which include: key skills being taught, appropriate responses and materials to both scaffold and extend learning.</li> </ul>	<p><b>Displays around school and books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils have had opportunities for practice and refinement of skills.</li> <li>• A consistent approach to the delivery and implementation of guided reading for pupils once they have completed the school phonics programme, and use this familiar structure to support children</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure an appropriate progression of reading skills and knowledge is in place over time so that pupils are supported to be the best readers they can be, and challenge teachers to support struggling readers and extend more competent ones.</li> <li>• Provide regular training for all staff which addresses elements for development identified through rigorous monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>• Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to both scaffold and extend learning as needed.</li> <li>• Be text rich.</li> <li>• Have ICT available to enable pupils to AR quiz and complete set Lexia Core 5 tasks.</li> <li>• Be places to enjoy and explore texts on a daily basis.</li> </ul>	<p>thus ensuring they are ‘keeping up’ rather than ‘catching up’.</p> <ul style="list-style-type: none"> <li>• Clear differentiation of support ensuring every child’s specific needs are targeted and addressed</li> <li>• That pupils, over time, evidence they have embedded and subsequently built on the early phonic skills in order to continue to develop as a reader.</li> <li>• Books are valued.</li> <li>• We are a ‘Reading School’.</li> </ul>
<p><b>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Plan carefully structures learning to ensure they meet the needs of all pupils in their groups</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> <li>• Attend all relevant training to ensure that they continually strive to deliver the very best reading teaching.</li> <li>• Monitor class use of AR and Lexia Core 5 and motivate pupils to stay on track.</li> <li>• Be passionate about reading and books.</li> </ul>	<p><b>Our children will:</b></p> <ul style="list-style-type: none"> <li>• Be engaged and enthusiastic because they are challenged by the curriculum which they are provided with.</li> <li>• Be resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Be able to critique their own work as a reader because they know how to be successful.</li> <li>• Be safe and happy in reading lessons which give them opportunities to explore their own reading and writing skills development.</li> <li>• Be encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses musical skills and knowledge.</li> <li>• Develop reading skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> <li>• Talk enthusiastically about text.</li> <li>• Be able and ready to access KS3 curriculum when transitioning to secondary school.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays and on the spot recognition</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Ensure assessment in completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> <li>• Regularly monitor the pupil use of AR and Lexia Core 5 Reading and share their findings with all stakeholders.</li> </ul>