



Reading at Ludlow Primary School

Our Curriculum Drivers at Ludlow Primary School

Confident
Communicator

Citizen of the World

Growth Mindset

Healthy Body, Healthy
Mind

Our Core Values

Independence

Happiness

Honesty

Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

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.

These join with our core values to help children develop as readers in order to understand, interpret and communicate with one another effectively, as well as equipping them with the skills to become independent learners.

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 to 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 we 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 Insight 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