



Curriculum approach at Barlestone CofE Primary School

Reading

At Barlestone CofE Primary School, we are committed to fostering a love for reading among our pupils from the earliest stages of their education. Our reading curriculum is designed to be progressive, inclusive, and engaging, ensuring that every child has the opportunity to develop their reading skills to the fullest extent possible.

In the Early Years Foundation Stage (EYFS), our primary focus is on the initial code in phonics, which is delivered through the Sounds Write scheme. Children in this stage participate in structured lessons alongside hands-on activities that facilitate their understanding of phonetic sounds. This approach not only lays a strong foundation for reading but also instils a sense of curiosity and excitement about learning.

As children progress into Year 1, we continue to build upon the initial code, moving towards an extended code in phonics, again utilising the Sounds Write scheme. By the end of Year 1, pupils will complete a phonics screener to assess their progress and understanding. Throughout both EYFS and Year 1, all reading books are phonics-based, incorporating sounds that the children have already learned. This strategy is aimed at reinforcing their phonetic knowledge and providing opportunities for consolidation and practice. Towards the end of Year 1, pupils will engage in a whole-class book study, allowing them to delve into a text in depth as a preparatory step for their transition into Year 2.

In Year 2, the focus continues to be on the extended code in phonics, which is integrated with separate reading lessons conducted with the whole class. At this stage, we employ Fred's Teaching methodology, designed to enhance pupils' reading competencies further while equipping them for the next key stage of their education. Fred's Teaching complements the phonetic foundations laid in earlier years and aims to improve students' reading fluency and comprehension.

In Key Stage 2, we further utilise Fred's Teaching to support our pupils' reading development. This programme enhances the skills cultivated in earlier phases by focusing on both decoding and comprehension. The following points outline the rationale behind our adoption of Fred's Teaching:

1. **Evidence-Based Approach:** Fred's Teaching is rooted in research and effective teaching practices developed by educators. It emphasises strategies proven to facilitate significant reading progress among pupils.
2. **Engaging Resources:** The programme offers a range of high-quality resources, including comprehension activities and reading assessments. These materials

are crafted to be engaging and interactive, thus making the reading process enjoyable for pupils and encouraging their active participation.

3. **Comprehensive Skill Development:** Fred's Teaching not only centres on decoding words but also prioritises the development of comprehension and critical thinking capabilities. Pupils learn to analyse texts critically, formulate questions, and draw connections, ensuring that they appreciate the material they read.
4. **Whole-Class Inclusion:** This methodology allows for a whole-class format, ensuring that all pupils, irrespective of their reading levels, can participate in and benefit from the lessons. This inclusivity nurtures a supportive learning environment where students learn collaboratively and develop a sense of community.
5. **Long-Term Overviews:** Our curriculum is structured with long-term overviews that outline the texts to be studied each year. This systematic approach guarantees that pupils are exposed to a varied range of literature, fostering a deep appreciation for different genres and themes as they advance through the school.
6. **Continuous Progression:** Fred's Teaching provides a clear pathway for continuous reading development. As pupils progress, they encounter increasingly complex texts and concepts, ensuring their skills evolve in a systematic and supportive manner.

Our overarching aim at Barlestone is to provide every child with the opportunity to read, enhance their love of reading, and ensure that all pupils leave Key Stage 2 equipped to read to the best of their abilities.

To support this vision, we expect all children to engage in reading five times a week. This requirement is to be documented within their school diary, which must be signed by an adult. In EYFS, this reading may involve a child reading aloud to an adult, or vice versa. In Year 1 and Year 2, it is expected that children read with an adult at home. As pupils transition to Lower Key Stage 2, reading may occur with another adult or independently, contingent upon discussions between the teacher and caregivers. In Upper Key Stage 2, children have the autonomy to either read alone or read to another adult, with the added responsibility of signing their own diaries.

We believe that by providing robust support and a rich reading experience, we will cultivate fluent, confident, and capable readers who will carry their love of literature into their future educational journeys.