

Intent	Research Link	Implementation	Impact	Next Steps
<p><b>Intention 1: To build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more.</b></p> <p>To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach and exceed their potential at St Catherine of Siena School and beyond.</p>	<p>National Curriculum School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills.</p>	<p>National Curriculum Programmes of Study and Scheme of Work</p> <ul style="list-style-type: none"> <li>• English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum.</li> <li>• English is planned for following the Take One Book approach.</li> <li>• Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary through the Reading Life of the School.</li> </ul> <ul style="list-style-type: none"> <li>• Guided reading timetabled focusing on reading VIPERS and using a range of high quality texts.</li> </ul>	<p>Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment of from their starting point in EYFS. Progress will be measured using CLPE Reading Scales. Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>	<p>CLPE Scales to be used half-termly to track progress.</p>
<p><b>Intention 2: To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more.</b></p>	<p>Education Endowment Fund research indicates that Phonics approaches have been consistently found to be</p>	<p>Phonics • The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and Year 2. Those who did not pass the phonics screening receive additional phonics support.</p>	<p>Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment of from their starting point in EYFS. Children will use their</p>	<p>- Purchase of themed books for library with a focus on non-fiction. - Use the CLPE Power of</p>

<p>To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.</p>	<p>effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. School – phonics outcomes improved significantly when the systematic teaching of whole class teaching of phonics was introduced. Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that</p>	<p>· Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in small groups because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. Phonics teaching is adapted to take into account the needs of each cohort (e.g. whether whole-class, small group etc.)</p> <ul style="list-style-type: none"> <li>• Intervention is planned for those children who are working below expected levels. These children receive small group and 1:1 intervention</li> <li>• Floppy Phonics is used as the spine for delivery of the phonics sessions. Floppy phonics is visual, audial and kinaesthetic thus increasing the likelihood of rapid progress.</li> <li>• Pupils are given Reading books which closely match the phase of phonics that they are currently working within.</li> </ul> <p>Reading • Reading forms the core of our curriculum. All children read and are read to so that they develop a love of Reading. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum. Children in Year 1 are heard reading aloud daily.</p> <ul style="list-style-type: none"> <li>• Reading Scheme – the school's core reading scheme is Oxford Reading Tree, however, the school uses a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres. The schemes incorporated into our reading provision include: Oxford Reading Tree, Project X, Graphic Novels and</li> </ul>	<p>Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.</p>	<p>Reading Recommended Texts to lists to enhance library.</p> <ul style="list-style-type: none"> <li>- Initiation of adult-led reading in Year 1.</li> <li>- Encourage more members of the community to hear children read.</li> </ul>
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	<p>provide an effective, but not overwhelming, challenge.</p>	<p>some of CLPE The Power of Reading recommended texts. All books are Book Banded in order to ensure progression and challenge for all children.</p> <ul style="list-style-type: none"> <li>• Classic Texts – all children will have classic texts read to them in all year groups. This may include traditional fairy tales / rhymes in FS and KS1 to established classic novels in KS2.</li> <li>• Individual Reading –Throughout school a minority of children will read 1 to 1 with an adult as a form of intervention.</li> <li>• Home Reading – all children are expected to read at home and take home ‘home’ reading books. All children in EYFS, Year 1 and Year 2 take home two reading books. Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in EYFS. Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more. Children in Year 2 who did not pass Phonics Screening in Year 1 take home 2 banded reading books, a familiar read and a new read. Children in KS2 who did not pass Phonics Screening in Year 2 take home 2 reading books, a familiar read and a new read.</li> <li>• Guided Reading –Guided Reading Sessions, which run x4 sessions per week, are planned by all teachers to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors. Guided Reading is either taught in a small group, carousel, or whole-class, depending on the cohort and stage in the year.</li> </ul>		
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<p><b>Intention 3: To promote and inspire a love of reading within the school ethos</b></p>	<p>Not only do good reading skills benefit students academically, they are also a skill required for lifelong success. Reading develops vocabulary, increases attention span, and promotes stronger analytical thinking – Oxford Learner</p> <p>Numerous pieces of research conducted and commissioned by BookTrust have discovered the profound benefits of reading for a child’s development. One study details the effects of reading</p>	<ul style="list-style-type: none"> <li>• Every class to release a ‘Book Bingo’ half/termly to encourage reading at home</li> <li>• Cross curricular reading and PE workshops to promote a love of literature and encourage reading beyond the subject.</li> <li>• World Book Day – the children chose their literary hero to dress up as.</li> <li>• World Book Day –Shweta Aggarwal is an Indian author who came into school to discuss her books and promote a love of literature. Shweta gave top tips for writing and what inspired her to write. She discussed her diverse culture and how this has influenced her stories.</li> <li>• Recommended Reads list to be sent home every term to provide guidance for parents on quality texts. Emailed to parents Spring term.</li> <li>• Create a potato like a book character competition entered with Jack Veritas.</li> <li>• Book adverts around school promoting a range of high quality texts.</li> <li>• Junior Librarians. Children will take control of the library to ensure it is kept organised.</li> </ul>	<p>As we have a large proportion of children of another faith, author, Shweta Aggarwal promoted a love of reading and encouraged children of all faiths and backgrounds to aspire to be a writer.</p> <p>Book Bingo allowed children to have a focus and a goal for reading. This encouraged children to read a wider range of books.</p> <p>Children will make links to reading outside of the English subject and outside of their guided reading sessions. They will understand how stories can influence our emotions.</p> <p>Through the Potato Competition, children were able to develop their creativity and use cross curricular skills to create an aesthetically pleasing finished product.</p>	<p>Parent readers</p> <p>Secret storyteller</p> <p>Library organisation</p> <p>A ‘home’ for phonics books</p>

	<p>on later literacy skills, facilitating social interaction between adults and children, and encouraging children to engage with the world around them. It also states how reading can be a 'stable source of information' throughout a child's life. This stability allows them to access text in a constant fashion and can be especially beneficial for children growing up in challenging circumstances.</p>	<ul style="list-style-type: none"> <li>• Government initiated recommended reads list was sent home at the beginning of the year to support parent engagement.</li> <li>• PPD date organised to inform parents how we support reading at St Catherine's.</li> <li>• Year 5 and Year 1 'book and biscuit' session. The young children and older children 'buddied up' to read and share a biscuit.</li> </ul>	<p>Book adverts around school can prompt children to try a new and exciting book. Book posters have been placed in relevant places (older text adverts by Year 6)</p> <p>Junior Librarians has enabled children to take pride of their library – making it a place children want to be! The Junior Librarians are learning to be responsible members of the community, ensuring they are supporting others and upholding our school ethos.</p> <p>Book and Biscuit session – helping to promote a love of storytelling and community within school.</p>	
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