

Reading Curriculum

Vision Statement

The more you read, the more things you will know, the more that you learn the more places you'll go - Dr Seuss

At Berridge, we want to develop our children's imagination to open up a treasure trove of wonder and joy for curious young minds and as such reading is a priority in our school.

We understand the important role the school environment plays in fostering a love of reading in our children. Our school environment encourages a passion for reading inside the classroom and beyond, reflecting our belief that reading is at the heart of learning.

As a school community, we place great importance on a child's reading for pleasure habits, reading attainment and knowledge acquisition through the sequential teaching of reading no matter what their starting point, background or additional needs they may have

Intent

At Berridge, it is our intent that every child develops into an enthusiastic, fluent, and confident reader who reads with understanding and enjoyment. By the end of Key Stage One, pupils will be able to decode and read with fluency, applying their phonic knowledge with confidence across the curriculum. In Key Stage Two, pupils will continue to build on this foundation by developing secure comprehension skills, widening their vocabulary, and becoming reflective, critical readers who can engage thoughtfully with a range of texts.

We aim to nurture a lifelong love of reading by immersing children in high-quality, diverse, and ambitious texts that broaden their horizons and reflect both their own experiences and those of others. Through this, children encounter a wide variety of voices, perspectives, people, and places.

Phonics underpins early reading, ensuring that all children are equipped with the essential tools to become fluent readers. Alongside this, we place strong emphasis on vocabulary development, oral language, and opportunities for rich discussion, enabling pupils to use reading as a tool for learning across all subjects.

Our intent is that every child, regardless of background, starting point, or additional need, leaves our school as a motivated reader who:

- Reads for pleasure and values reading as a rewarding, enjoyable activity.
- Understands the connections between reading, writing, and speaking.
- Can use reading to acquire knowledge, develop empathy, and reflect on the wider world.

Implementation

Phonics

- Phonics is taught daily through the *Little Wandle* validated scheme in F2, Year 1, and Year 2 (for pupils who have not passed the Phonics Screening Check). Little Wandle Intervention groups run in Year 1, Year 2 and in Key Stage Two
- Little Wandle guided reading groups take place twice weekly in F2 and in Year 1 and 2 three times weekly.
- Little Wandle catch up/keep up groups run in Year 1, Year 2, and across Key Stage Two to support pupils who need additional practice

Teaching reading at Key Stage One

- In F2 and Year 1, pupils build their early reading fluency and comprehension through Little Wandle group reading sessions, phonics, and daily story times.
- In Year 1, pupils are introduced to comprehension strategies through discussion and teacher modelling. The focus of the comprehension is from the Little Wandle group reading sessions.
- In Year 2, reading is taught daily through whole-class reading lessons. Children are immersed in high-quality texts where teachers model fluent reading, explicitly teach vocabulary, and guide pupils to develop comprehension through questioning and discussion.
- Fluency, vocabulary, and comprehension are woven together across lessons.

Teaching Reading at Key Stage Two

- Children take part in four whole-class reading lessons each week, centred on carefully chosen, challenging texts.
- Lessons combine:
 - **Vocabulary:** pre-teaching, exploring word meaning in context, and applying new language orally and in writing.
 - **Fluency:** repeated reading, echo reading, and modelling by the teacher.
 - **Comprehension:** teacher modelling, guided practice, and structured discussion to help pupils reflect, justify opinions, and deepen understanding.
- Comprehension is taught more broadly and flexibly to ensure pupils become reflective, confident readers.
- Texts are chosen primarily for quality and ambition, with topic links made where they naturally support wider curriculum knowledge.

Reading for pleasure

We want children to develop good reading habits and as such all our children take books home to both practice their reading skills and to enjoy reading with other members of the family.

F2

- Little Wandle group reading books are taken home Tuesday to Thursday
- Reading for pleasure books are taken home to share with parents

Year 1

- Little Wandle group reading book are taken home all week.
- Book-band books are taken home to share with parents
- Fun books (Reading for pleasure books) are also sent home weekly to share at home
- Stay and read every Friday with parents
- Crafty read sessions. Children get the opportunity to make a craft with their parents after sharing a book in class.
- Children have a weekly slot at the school library, access to book corners and reader of the term awards.

Year 2

- Book band reading books are sent home and changed at least once a fortnight
- Little Wandle group reader book for those accessing Little Wandle intervention plus a book band book to share with parents
- Fun books (Reading for pleasure books) are also sent home weekly to share at home
- Stay and read every Friday with parents
- Crafty read sessions. Children get the opportunity to make a craft with their parents after sharing a book in class.
- Children have a weekly slot at the school library, access to book corners and reader of the term awards.

Key Stage Two

- In Key Stage Two, pupils continue with banded books up to Grey, before becoming free readers. Intervention pupils continue to take home Little Wandle texts as appropriate
- Children also get to take a fun book or reading for pleasure book from their library areas home to share with their families
- Little Wandle group reader book for those accessing the Little Wandle intervention plus a book band book to share with parents
- Reading for pleasure is promoted through classroom book corners, library visits, family reading cafés, Reader of the week showcases, Reader of the Term awards

We also understand that many of our children do not own books of their own and so we arrange library visits to our local library and invite those from the library to join us at parents' evenings to encourage parents to sign up. Each Christmas all our Nursery, F2 and key stage One children receive a book as a gift from Father Christmas.

Impact

Impact is measured through drop-ins, pupil voice, book looks as well as formative and summative data. These will inform future adaptations to our schemes of work.

Assessment in Reading

F2

- Little Wandle half termly assessments

Year 1

- Little Wandle half termly assessments
- Half termly phonics screening checks
- Summer term NST tests

Year 2

- Berridge reading milestones documents
- Little Wandle Assessments for those children now passed PSC
- Termly NST tests
- Book band trackers- updated termly (not children who are accessing Little Wandle intervention)
- Little Wandle assessments and half termly phonics screening checks for those who did not pass the phonics screening in Year 1

Key Stage Two

- Berridge reading milestones documents
- Termly summative tests
- Book-band tracking
- Little Wandle half termly assessments for those who are accessing the Little Wandle intervention

Pupils at Berridge should:

- Be motivated readers who see that reading can be enjoyable and something they can take pleasure from
- Understand the links between reading, writing and speaking
- Reflect on what they read and be considerate of others' views
- Use reading as a learning tool across the curriculum