



**Subject intent**

We believe the exposure of children’s literature is vital as a rich context for learning: not only within English as a subject but to support building a reading culture throughout the school. We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of equipping pupils with a strong command of the spoken language and which develops their love of literature through widespread reading for enjoyment. This is why we teach reading through Literacy Tree Curriculum, a whole text-based programme. Our aim is that all pupils, regardless of their background, needs or abilities, make sufficient progress to meet or exceed age-related expectations.

**If you were to walk into a reading lesson at Esher Church School you would see:**

Lessons with a quality text at its core. A whole-class reading approach where teachers model fluency and all pupils, regardless of ability\*, follow the text. A variety of whole-class reading approaches e.g. tap-in, paired, choral or jump-in. Sharing of prior background knowledge and children raising their own questions. A range of teaching reading strategies e.g. questioning, clarifying, summarising, prediction, comprehension. Explicit Instruction of vocabulary to support language comprehension. A culture of reading for enjoyment.

\*Supported where needed e.g. pre reading

<p><b>Successes in 2022-2023</b></p> <ul style="list-style-type: none"> <li>• Official opening of new, well resourced, library.</li> <li>• Implementation of the Literacy Tree Curriculum (Reading Leaves) to ensure coverage of NC objectives and progression of skills.</li> <li>• A comprehensive CPD programme to implement initiatives to improve outcomes for pupils in reading.</li> <li>• Phonics – new staff trained in Little Wandle (our SSP).</li> <li>• Little Wandle training for all staff on the core phonics programme</li> </ul>	<p><b>Pupil Premium, British Values, challenge and SEND (implementation)</b></p> <ul style="list-style-type: none"> <li>• We ensure all children are taught using high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.</li> <li>• Carefully selected texts to represent a range of genres and diversity across all year groups</li> <li>• Implementation of QFT strategies to improve outcomes for those not meeting ARE.</li> <li>• Any child who has secure phonic knowledge but requires further support with fluency and comprehension to meet ARE has additional support either 1:1 or as part of a group. Interventions are through the Little Wandle Fluency programme</li> </ul>	<p><b>Priorities for 2023-2024</b></p> <ul style="list-style-type: none"> <li>• The purchase of texts to support the Reading Leaves units</li> <li>• The purchase of Little Wandle Fluency Programme texts</li> <li>• Phonics training, for teachers and LSA’s, particularly for supporting children by using the Fluency programme</li> <li>• To improve the transition from phonics to fluency in reading, particularly in year 2 and above</li> <li>• To continue to ensure consistency of assessing, tracking data and the recording interventions</li> <li>• Ensure timely interventions for children not at ARE</li> <li>• To continue to develop a ‘reading for pleasure culture across the school through a range of initiatives and events across the school e.g. Library Book Club time each week for each class, outside Book Nook, class mystery readers (special visitors), class displays with activities such as book recommendations, vote for newly released books, World Book Day with author workshops in person and online</li> <li>• Develop the ECS reading spine across all the disciplines</li> <li>• CPD for teachers to develop explicit reading strategies</li> </ul>
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<p><b>Parental engagement (implementation)</b></p> <ul style="list-style-type: none"> <li>• Parent early reading workshop</li> <li>• Parents are invited to read stories (mystery reader) to specific year groups as part of 'reading for pleasure activities</li> <li>• Parents invited to visit new library as part of official opening</li> <li>• Book swap for year 5 children with parents support</li> <li>• World Book Day activities e.g. character costumes</li> </ul>	<p><b>Monitoring, observation and validation, including pupil voice considering progression (impact)</b></p> <ul style="list-style-type: none"> <li>• Pupil voice shows that children are enthusiastic about phonics and learning to read.</li> <li>• Pupil voice shows children find class texts engaging</li> <li>• Pupils in KS2 who have gaps in phonic knowledge are now having their needs addressed through rapid Catch-Up and Fluency programmes although ongoing CPD required to support teaching staff (including LSAs) to implement this.</li> </ul>	<p><b>Professional development opportunities</b></p> <ul style="list-style-type: none"> <li>• LSA's further training, particularly with Rapid Catch-Up and Fluency programme</li> <li>• All teaching staff: refreshing practice</li> <li>• Observations to share good practice (summer term)</li> <li>• Coaching, using How to Videos to as appropriate e.g. phase meetings</li> </ul>
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