



## How is the Subject Content from the National Curriculum Covered?

(See pages 13 - 73 in the National Curriculum)

We want every pupil at St Anthony's Catholic Primary School to develop a love of reading, whereby our children are enthusiastic, fluent and motivated readers who feel confident to talk about books and authors. At St Anthony's Catholic Primary School we aim to ensure our reading curriculum enables all children to learn to read. We are relentless in our strategies when breaking down the barriers to reading. Our reading curriculum is based on the expectations and aims of the 2014 national Curriculum for English and Statutory Framework for the Early Years Foundation Stage 2021.

### Purpose of study

#### Early Years Foundation Stage

In the EYFS Framework, pupils are expected, by the end of Reception Year, to have attained a level of development as defined by the Early Learning Goals (ELGs).

For the Comprehension ELG, this states that children at this expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

The non-statutory Development Matters 2021 guidance provides age-banded stepping stones that track the typical expected progression towards this Comprehension ELG. These stepping stones have been usefully reorganised and re-structured within the EYFS Assessment Framework.

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

At St Anthony's Catholic Primary School we ensure that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.



## Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners; this happens as soon as pupils join St Anthony's Catholic Primary School.

## Comprehension

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## Aims (taken from the National Curriculum page 13)

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic



## St. Anthony's Catholic Primary School

conventions for reading, writing and spoken language

- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.