

Our Curriculum Vision

Everything we do, at Lanercost CE Primary School, stems from our children having a life-long love of learning. We are proud of our inclusive environment, which is firmly rooted in a shared Christian ethos and fosters the care and nurture of our school community. As a school, in partnership with parents and carers, we strive to build strong foundations for an excellent education. We enable our children to achieve all of their divine potential by inspiring them and promoting opportunities to delight in their learning as well as allowing them to grow into successful, compassionate, young adults who recognise their role in the community and the ever-changing wider world.

We aim to accomplish this through a loving, structured and joyful environment with consistently high standards of teaching. Our engaging and immersive learning is based upon the National Curriculum (2014), developed from a love of reading and reflects our school's unique circumstances. We make the most of our beautiful location, which is a stone's throw from Hadrian's Wall, Lanercost Priory, Naworth Castle and close to Northumbria National Park.

This brave, broad and rich curriculum motivates all of our children to build concepts, skills and knowledge for life. They become curious learners who are led by enquiry and inspired by a range of real-life experiences and cultural enrichment. Each of our subject leaders has worked hard to craft their subject curriculum to ensure this within their subject.

We know that the greatest way to understand school-life is to become a part of your child's learning journey. We aim to run several shared learning events, workshops and cultural enrichment moments that you can participate in, allowing you to see your child's progress and ventures in school. Please see our school website, social media platforms and school newsletter for the latest parent and community events.

Our vision for our curriculum comes directly from our whole school vision. It has been carefully crafted by our teaching staff in order to ensure that we provide an education that helps every child reach their divine potential and enables them to have a life-long love of learning. Each of our subject-leaders has then designed their subject to stem from an evidence-basis where our vision is threaded through at every point.

Our Vision for English

At Lanercost Church of England Primary School, we believe that reading and communication are key life skills. Through an engaging English curriculum, we will ensure that all children develop the skills and knowledge needed to enable them to become lifelong readers and learners. Children will leave our school able to communicate effectively and creatively through spoken and written language. We enable children, including those with SEND and Pupil Premium, to enjoy and appreciate literature and its rich variety.

Our Vision for Reading

Central to learning, is creating a life-long love of reading and books and at Lanercost C of E Primary School, it is our belief that every child should be able to read for pleasure and to a high standard. We firmly believe that reading feeds children's imaginations and opens up a treasure house of wonder and joy for curious, young minds. We also believe that every child should be given the tools to develop into an enthusiastic and confident reader both at home and at school. Reading improves language and vocabulary, inspires imagination and gives everyone the opportunity to develop and foster new interests.

Every child is taught a range of strategies to support their development to become a confident, independent reader. In Foundation stage and Key Stage 1, Phonics is taught on a daily basis. Children are taught through the Read Write Inc scheme which enables them to segment and decode words. Once the children have learnt how to read, they can then learn to comprehend the text they are reading. Children are encouraged to use a range of strategies independently to understand, relish and learn from a range of texts. Through this, they will become fluent, expressive readers with a high stamina, able to enjoy challenging texts.

Teachers and parents nurture a love of books by introducing new texts, across the curriculum, with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the text is explored. The children have access to a wide variety of high-quality texts in dedicated class book corners and throughout the school. Children in Early Years have access to decodable books (through the Read Write Inc Scheme) which ensure they are able to both decode and understand the content they are engaging with. All teachers use quality texts in all aspects of their teaching across the curriculum and provide opportunities that extend and enrich the children's learning. It is these tools and opportunities that we believe give our children the necessary skills to become thoughtful and confident readers for life.

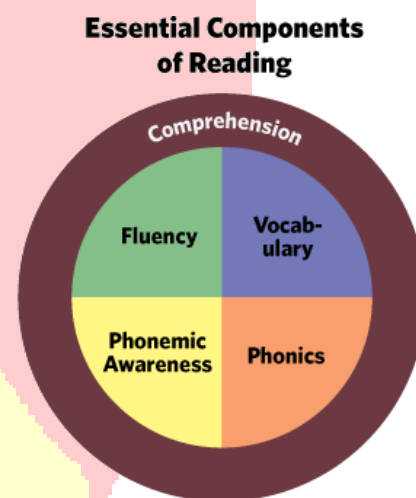
We know that reading at home is an essential part of children becoming excellent readers and because of this, children have a wide range of fiction and non-fiction books to choose from for home reading. It is this choice that ensures children develop into enthusiastic and independent readers.

Children are encouraged to read regularly at home, at least four times a week, from Foundation Stage to Year 6.

Our Teaching and Learning of Reading

Reading is a main priority at Lanercost C of E Primary School. It is the foundation of every element of our curriculum. Every subject is dependent on reading, and mastery of these subjects depends on developing a strong foundation in early literacy skills. Reading underpins a child's ability to access the wider curriculum, allows them to broaden their vocabulary, understand deep concepts, develop vivid imaginations and succeed in adulthood. To ensure that pupils are given the best opportunity to succeed, we ensure that pupils are given teaching that builds on skills following evidence-based research by the National Reading Panel (NRP) on the most effective methods for teaching reading. The NRP concluded that there are 5 essential components to reading known as the 'Big 5':

1. Explicit instruction in Phonemic Awareness.
2. Systematic Phonics Instruction.
3. Techniques to improve Fluency. These include guided oral reading practices where the student reads aloud and the teacher makes corrections when the student mispronounces a word. A teacher can also model fluent reading to the student. Fluency includes accuracy, speed, understanding and prosody. Word calling is not the same as fluency.
4. Teaching vocabulary words or Vocabulary Development.
5. Reading Comprehension.



The children in Early Years begin their phonics journey following the Read Write Inc. Phonics Scheme. This begins in Nursery where the main focus is reading stories and learning rhymes as well as developing language. Children first meet Fred, and play Fred Games to develop their Oral Blending. During the spring term, before entering reception, children begin to use 'pure sounds' when using Fred Talk, and begin to name the pictures. During their final summer term of nursery, the children begin more formal phonics session, introducing reading the Set 1 sounds. When children begin their reception year, teaching starts as a whole class revisiting, or learning for the first time, the initial Set One sounds. They learn to read and write each letter correctly, before moving on to read and spell words accurately. Through regular assessment children are grouped and taught in Read Write Inc. groups which match their phonic knowledge and are mixed with children in Key Stage One. We ensure children only take-home books that include the sounds they have been practising

within school and that they are confident in reading. These begin with Sound Blending books, and then move on to Ditty sheets, before moving onto Read Write Inc. Story Books and Book Bag Books. Their ability to read 'tricky red words' increases gradually with each set of books and they experience early reading success: gaining confidence that they are readers.

In Key Stage One children continue their Read Write Inc. journey. Phonics lessons are taught daily to ensure all children learn to read accurately and fluently with good comprehension. They continue to learn to form each letter and spell correctly. Throughout the programme, children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them in three sets of speed sound lessons. Simple and enjoyable mnemonics help all the children to grasp the letter-sound correspondences quickly, especially those who are at risk of making slow progress or those who are new to learning English. This learning is taught and consolidated every day. Common exception words that are not phonetically regular are taught as 'tricky' words (we call them red words) and are progressively taught alongside the reading books using 'red rhythms'. Lively phonic books are closely matched to children's increasing knowledge of phonics and tricky words, so that the children experience plenty of success. Repeated readings of the same text support the children's increasingly fluent decoding.

Our children read each story four times within school before taking it home. On the first read children focus on accurate word reading; the second, reading 'at a glance', developing fluency; the third, is to 'think about the story' adding voice choice and expression; and the fourth on comprehension. The teacher explains and uses direct instruction for every activity - 'My turn/Your turn' ensures that all children in the group are watching and mirroring what the teacher is doing. The children then turn to their partner to either practice what they have been taught or discuss a new idea. The teacher observes and listens carefully, picking up on any errors or uncertainties. Children are assessed and grouped at the end of each half term according to their phonic knowledge. Each child reads books that match their phonics knowledge. Ongoing assessment means that groups are constantly adjusted to ensure the best progress for each child. Children continue to participate in Read Write Inc. Phonics daily until they have completed all levels to Comprehension.

In Key Stage two, reading is taught through daily whole class reading sessions through the scheme-CUSP. Each reading block is two weeks long and focuses on a chosen book (a book may run over two or three blocks). Each block has clearly identified focus areas to meet the national curriculum, as well as identifying what we want the children to know (substantive knowledge) and what we want the children to be able to do (disciplinary knowledge), in order to meet the cumulative end points of each unit.

Daily lessons follow the three core pillars offered with CUSP:

- Explicit vocabulary instruction
- Prosodic Reading
- Core concepts (e.g. summarise, retrieve etc), knowing that it is impossible to isolate individual reading strategies from other reading knowledge and skills.

Each lesson uses a knowledge note to help highlight chosen concepts, model questions and pose further independent questions. Precision questioning is used to ensure that children are deepening their understanding of a text and ways they may be able to think about and analyse a text. These are occasionally differentiated where needed to acknowledge gradients of attainment. CUSP is a very ambitious curriculum, so for the most part, children will use the 'securing' knowledge notes with occasional use of 'advancing' where appropriate.

Within a session, children will work through the following areas:

Vocabulary- this is usually covered verbally at the start of the lesson, or whilst reading a relevant text.

Explain- This is an opportunity for teachers to model some new learning/vocabulary/concept and allow children to hear this explicitly shared. Oral rehearsal may be used to help embed the learning.

Example- This is a teacher modelled example of a question which is relevant to the learning focus of the session. This is generally done verbally and with a teacher led approach, staff will model how to find the answer and discuss any misconceptions/challenges.

Attempt- Children will then have the opportunity to attempt a similar question to the one used in the 'example' section, independently. This task encourages the children to apply the strategy they have just learned.

Apply- Within this task there is an expectation that children extend their knowledge of the strategy being explored. This may be orally or through a written response depending on the child's needs.

Challenge- The challenge task encourages children to consider a different perspective, apply their learning to a new scenario or voice their own views/opinions. Again, this could be orally or as a written response.

Supporting Teaching and Learning of Reading

In addition to the core teaching of reading, we offer timely and effective interventions to those who need it. In Early Years, children who are not on track to achieve their early learning goal in reading may be offered additional phonics sessions to help embed the sounds. In addition to this, the children may have extra 1:1 reading opportunities with a member of staff to compliment the exposure to books already available within the classroom. In Year 1, we offer half termly phonics

assessments to ensure that all children are on track. For the children who are finding phonics a challenge and are not making expected or accelerated progress each term, there are additional phonics groups and 1:1 sessions to ensure that the support needed for each child is available. As the children progress into year 2, phonics sessions are still available and additional reading opportunities with a member of staff are used to develop fluency and decoding- this ensures that the majority of children are ready for their transition into KS2. Once in KS2, children who have additional learning needs and/or who are not maintaining the expected standard may engage in an intervention to specifically target their needs e.g. additional phonics/comprehension teaching, precision teaching, Reading Wise.

Furthering the Teaching and Learning of Reading

At our school, Reading is at the heart of all that we do. Therefore, we offer opportunities above and beyond our normal teaching and intervention timetable to ensure all children leave their primary school education with a deeply embedded love of reading and the skills they will need to access the curriculum as they move on to secondary school.

This list is by no means exhaustive and continues to grow and be refined as new opportunities arise:

1. Core Books- in every class, the teaching staff have selected a number of books which we feel all children should have the opportunity to read during their time at Lanercost. The books have been carefully selected to ensure that our children experience a rich diet of traditional, contemporary, diverse and inclusive literature... or in some cases because we, as children, loved them too!
2. Our library is a favourite within our school- we want to give children every opportunity to spend time exploring new books and enjoy an inviting space to read them in.
3. Carlisle Library service- we have a termly visit from the Carlisle library van which gives the children an additional opportunity to explore a range of books and borrow these from the library van. We always love to share in a story on the van as well.
4. Class reading books- Every class chooses many stories throughout the year to share as a class, purely to read for pleasure. We find these daily sessions a really immersive and lovely opportunity to share in that feeling of awe and wonder we love when we dive into a great book.
5. Reading Café, World Book Day and visiting authors- these are just some of the stand out experiences we offer throughout an academic year. They happen less frequently but often become core memories for the children because of their fun and engaging nature.

6. Reading Corners- Each class has ensured there is a dedicated space for children to both explore potential books they might like to read, but also a space they can sit and immerse themselves in a story. Each teacher has put their own creative touches into their corners and thus, the children get to explore these as they progress through the school.
7. Reading ambassadors- Children in Upper Key Stage Two can enrol as a reading ambassador... the more the merrier! During the course of the year, they run bookmark making workshops, book sales, reading competitions etc. The children love promoting reading to our younger students.

Assessment of the Teaching and Learning of Reading

Reading has ongoing formative assessment through all structured sessions. As teachers, we use opportunities across the day to listen to readers, ask questions and deepen understanding. We also have some formal assessment opportunities to support the judgements we make daily.

Within Early Years, children are observed daily exploring letters and sounds, books and stories around their learning environment. Continuous provision is set up to allow children to re-create and explore aspects of the stories they have read. During daily phonics sessions and 1:1 reading opportunities, we use the Read Write Inc framework to both teach and assess the children with their phonics progression. A formal phonics assessment is conducted by the Early Reading Lead at the end of each half term. Children are then regrouped by ability to ensure they make the maximum progress and children who need further support are identified. These children then receive Fast Track Tutoring to increase progress. This is also the same in Year 1 which then leads into the national Phonics Screening Check at the end of the year.

In Year 2 and Year 6, the children sit SATs tests. Although Year 2 are no longer statutory, as a school we feel it helps to ensure that the children are meeting their end of Key Stage goals and are able to demonstrate their learning independently. Alongside our daily, formative assessments, the statutory tests help us to form a complete picture of each child as a reader. This allows us to ensure that children moving into Year 3 or for Year 6 children moving to their respective secondary schools, are able to continue their reading journey and staff are able to continue promoting their love of reading from the start. These are taken in line with the standard guidance provided by the DFE. During these year groups, the children will have opportunities to complete practice papers to help develop their stamina and readiness to complete the final test.

Once the children have completed the Read Write Inc phonic programme (usually in Year 2), the

children use accelerated reader to provide an accurate reading age which guides the books they can then access at their level. A ZPD score is generated through the STAR reader assessment, each half term, which ensures that all children are always reading at the appropriate level for their ability and also ensures that any children who are not making rapid and sustained progress are quickly identified and supported.

In addition to the above assessment opportunities, the children are assessed less formally throughout the guided, group and independent reading tasks. This ongoing assessment provides up to date information about each child's progress from day to day.

The Impact of Teaching and Learning of Reading

Our children have high expectations of themselves during reading and writing and are driven to succeed in their work. It is the tools and opportunities that each child is given at Lanercost C of E Primary School, that we believe give our children the necessary skills to become thoughtful and confident readers for life. Through our wider curriculum, we ensure children have experienced reading for pleasure, and for knowledge, to allow them to continue their learning journeys.

By the end of Key Stage One, children will be reading for pleasure and using their phonics knowledge to read accurately and fluently and understand what they have read. Their understanding that books come in all shapes and sizes will be developing and they will be beginning to form opinions about what they enjoy in a book.

The impact of Reading, with pleasure at the heart of our approach, means that our pupils can fluently read a range of texts, building stamina to be able to read for sustained periods. They develop curiosity through questioning and predicting what will come next. They will infer what the author is suggesting and they will be able to summarise and paraphrase texts they have read. Pupils will have good comprehension skills and have a wide understanding of prior knowledge of the topic due to a solid grasp of vocabulary. They are not frightened to challenge themselves. Our pupils are ready for the next stage of their reading journey.

Our over-riding aim is to create a life-long love of reading and books; thus, our goal is to ensure that when our children leave Lanercost C of E Primary school and move to their respective secondary schools, they are able to confidently tackle the new reading challenges and expectations which they are faced with in early KS3. Our intention is for every child to leave Lanercost as a reader, and this is what we will continue to strive towards with every lesson taught.

