

OUR MALMESBURY CURRICULUM READING

Reading is more than words—it's how we learn to feel, understand, and connect with the world around us. It doesn't just build literacy; it builds our emotional understanding.

Oxford University Press



THE IMPORTANCE OF READING ...

Reading is at the heart of our curriculum and is recognised as a fundamental pillar that underpins learning, communication, mental health and wellbeing and lifelong success.

Mental Health and Wellbeing

- **Cuts stress levels significantly:** lowering heart rate and easing tension.
- **Promotes better sleep :** reading before bed signals our body to wind down and helps us fall asleep easier.

Cognitive and Skill Growth

- **Expands vocabulary:** Regular exposure to well-written text introduces new words and improves everyday communication.
- **Strengthens focus:** Concentrating on a single book retrains our attention span in a world full of digital distractions.
- **Increases empathy:** Reading fiction allows us to experience different perspectives and understand others' emotions more deeply.

Lifelong and Physical Benefits

- **Longer lifespan:** Research indicates that regular book readers have a lower risk of mortality over time compared to non-readers.
- **Supports early development:** Reading early builds a foundation for academic success, attention control, and better social mobility later in life.



KEY CONCEPTS FOR READING

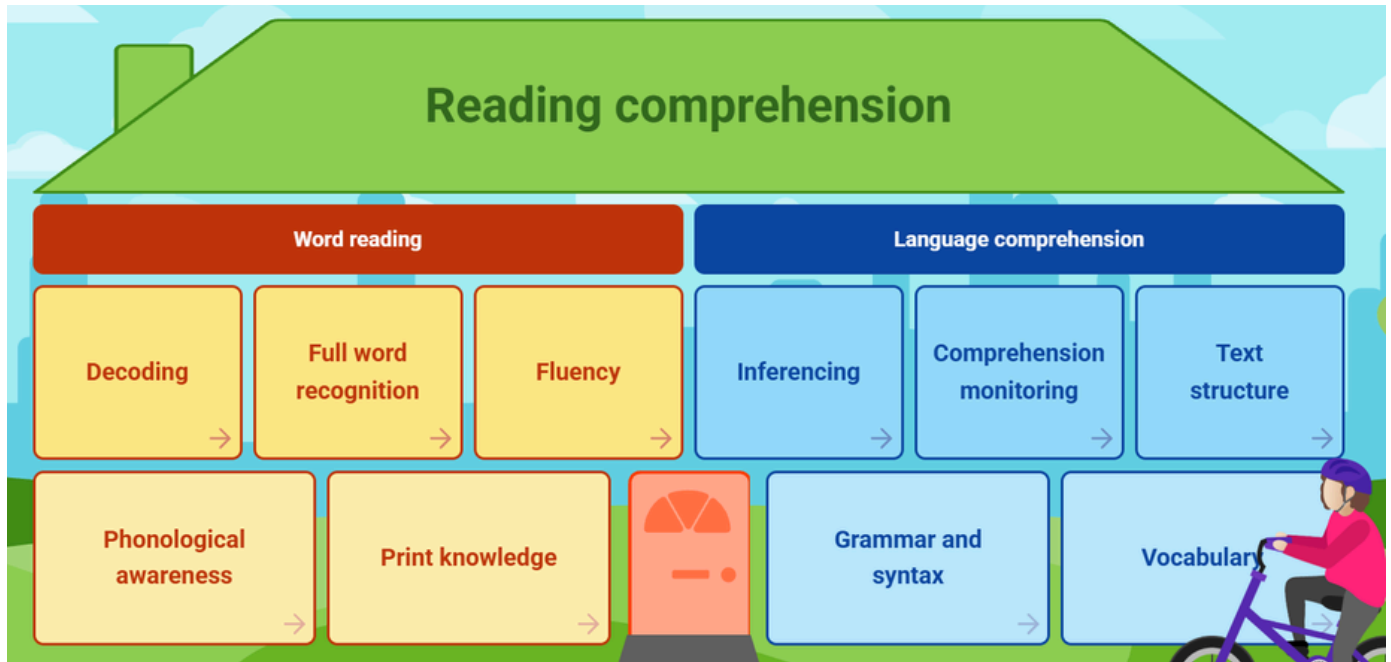


Image of the Education Endowment Foundation's Reading house on which our approach to reading is based.

Phonics and Early Reading - The evidence suggests that Systematic Synthetic Phonics programmes, such as Tower Hamlets Education Partnership (THEP) Phonics, are the most effective way of teaching children to read. This programme provides a structured route for children to meet or exceed the expected standard in the KS1 Phonics Screening Check and all national curriculum expectations for word reading through decoding by the end of KS1.

Fluency – Reading fluency can be defined as reading with accuracy, automaticity and with the correct rhythm and intonation of spoken language. When pupils read fluently, their cognitive load supports a move from purely decoding and onto comprehending a text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Language Comprehension – Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read. It is an outcome of reading; it is not a skill to be taught. Teachers at Malmesbury enable comprehension of texts through their scaffolding and explanation. The focus of reading lessons helps pupils develop a mental model of what they have read; this should enable a love of reading and should not be to solely prepare for reading assessments and tests.

Reading for Pleasure - In order to become accomplished readers, children need to improve their reading miles. Whilst a love of reading cannot be mandated, pupils can be inspired to consume a feast of books throughout their education. At Malmesbury, we take a strategic approach to nurture a love of reading: competitions and extrinsic motivators are less effective in creating a genuine passion. Whilst dressing up and theme days have their place in launching new initiatives, core strategies to develop reading for pleasure include lots of adult modelling, discussion, sharing books and stories, library time and providing time to read.



“The content of a book holds the power of education and it is with this power that we can shape our future and change lives.” Malala Yousafzai

OUR CURRICULUM DELIVERY

In the early stages of reading development, children learn to read through the Systematic Synthetic THEP phonics programme. <https://thep.uk/resources/primary/phonics>. This is supported by carefully matched decodable books for children to read in school and at home. Daily guided reading sessions are an essential part of the routine, helping children to build confidence, accuracy, and enjoyment in reading.

Storytelling plays a key role in early reading development, with children using story maps to retell familiar texts and practise language specific to the stories they have read, supporting both comprehension and oracy skills.

As children move beyond early reading and into KS2, daily reading sessions are in a whole class format. The key principles behind learning to read this way are 1. developing fluency and word reading; 2. developing reading comprehension. The weekly reading diet consists of fluency sessions involving strategies such as modelled reading, choral reading and cloze reading sessions. Children develop reading automaticity by reading with their partners, teachers and teaching assistants.

Core texts and books are thoughtfully planned and mapped across the year. These support and strengthen our wider curriculum offer as well as providing a strong focus on inclusivity and real-life issues, ensuring that children are exposed to a wide range of voices, experiences and perspectives.

Reading for pleasure is strongly promoted at Malmesbury through a variety of engaging initiatives. Children are encouraged to explore diverse books through our well-stocked library and welcoming class reading corners.



our librarian ensures children have the latest high-quality fiction. She also works with children to build their passion for reading, whether it is storytelling with our reception children or exploring the TowerHamlets Book Awards with our oldest children.

We foster a love of reading through activities such as the our family reading breakfast, book fairs, book giveaways, author visit assemblies and workshops.



MALMESBURY Primary School

Reading Breakfast

A fun session for Parents and Carers to have breakfast and read with their Children

Wednesdays
8:00am to 8:30am in the EYFS Hall
Please enter via the EYFS Gate



41 2 1

Liked by notjustsport_ and others
 malmesburyprimarye3 Enjoying a sunny book giveaway
 @childrensbookproject

"I do believe something very magical can happen when you read a good book." J K Rowling

GETTING CHILDREN BACK ON TRACK WITH READING

Reading is the gateway to learning. Our teachers act swiftly to help children stay on track/get back on track with reading skills.

Phonics Matter

Pupils who struggle with the basic mechanics can quickly fall behind.

Being able to read accurately by age 6 has a strong correlation with future academic success. So, getting phonics teaching right is essential.



Rigorous 'keep-up' reduces 'catch-up' later

The Department for Education (DfE)'s reading framework says:

'Teachers should aim for all children to keep up with the school's chosen phonics programme, ensuring teaching time is sufficient for the content to be taught within the timescales the programme sets out. Some children need extra support from the beginning.'

We do this rigorously in different ways including:

- providing targeted help for identified pupils from an extra adult during the phonics lesson
- organising children into groups for phonics lessons according to the grapheme-phoneme correspondences (linked letters and sounds) they know
- regularly reassessing children so they are in a group where they can make the best progress
- providing extra practice, in addition to phonics lessons, for children who need most support.

A few pupils (including some with SEND) may need smaller steps in order to make progress every day - we use THEP's phonics adapted programme to support these children.

Catch-up is essential for children who have fallen behind

We have a carefully thought-out catch-up plan for new pupils or for those who have fallen behind.

We make the best use of time in every phonics lesson. This means that:

- leaders think carefully about staffing, pupil grouping and timetabling
- children may need to miss other lessons while they catch up on the basics of reading

We use assessment to identify precise gaps in a pupil's phonic knowledge. Extra daily teaching, as well as help during the phonics lesson itself, focuses on these gaps. We also:

- carefully consider group size - some children are taught individually or in small groups with peers who have similar starting points
- are aware of the speed of progress – some pupils, including some who have SEND, take longer to learn and benefit from smaller incremental steps
- all staff teaching 'catch-up' are well trained in our THEP phonics programme
- ensure that children are taught in a space free from distractions.

There are no short cuts when following the sequence of a phonics programme

Our THEP phonics programme introduces grapheme-phoneme correspondences and common exception words in a specific order. Following the sequence, builds effectively and cumulatively on what has been taught before. It's not possible to take short cuts.

<https://educationinspection.blog.gov.uk/2023/08/30/getting-all-pupils-reading/>

WHAT OUR CHILDREN SAY ABOUT READING AT MALMESBURY

I like reading because I can learn new things from the stories. In Reading Breakfast, I read about a fish called Nemo and learnt that sharks eat smaller fish
(Reception)

When I read, it makes me forget about everything and just focus on the book. In our reading corner, there is a book that Marcus Rashford wrote, called 'Breakfast Club Adventures'. It is suspenseful and you never know what will happen next. I love it!(y4)

Reading is important to learn so I can read stories to my friends and family. The best book I have read is the one that taught me lots about dinosaurs! (Y1)

Reading is super important because some books teach you about history. Sometimes history can happen again and learning about it can help you avoid bad situations. (Y1)

Reading is extremely important and should be a big part of everyone's life : it can help a person relax, help them feel calmer and also help develop a person's imagination. When you read the words, you can imagine the story!
(y6)

Reading is extremely helpful and important: you could learn new words as well as many new things.
(y6)

HOW WE CHECK OUR CHILDREN'S READING PROGRESS AND ACHIEVEMENT

We have a range of formative and summative checks in place to ensure our children have secured their understanding of fluency and comprehension skills required to be a successful reader. These include:

- THEP Reading Book Bands Progression
- Key stage 2 fluency 'Words per Minute' count
- Reading Comprehension Tests
- Phonics Baselining, assessments and screening checks
- Regular and rigorous discussions with colleagues/ SLT following data checks, pupil progress meetings, teaching and learning observations.