



### Intent

At St Mary's Primary School, our Reading curriculum is designed to help children develop a lifelong love of reading. We focus on building the skills that enable them to become confident, independent readers engaging with a variety of texts. Our curriculum introduces a diverse selection of books, from classic to contemporary, ensuring every child finds something that sparks their interest.

Reading is not just about decoding words; it is about understanding ideas, exploring cultures, and developing critical thinking. Through a diverse selection of literature and enjoyable activities, we aim to ignite children's imaginations and encourage them to think deeply about what they read. By embedding comprehension skills into our lessons, we equip children with the tools they need to analyse and enjoy all kinds of texts.

Ultimately, our goal is to nurture positive reading habits and ensure every child at St Mary's develops the competence and passion for reading that will support their education and future.

Our curriculum will provide for our pupils:

- 1. Purposeful Practice / Hands-On Learning:** We believe that reading should be an engaging and interactive experience. Our curriculum incorporates hands-on activities that allow children to explore texts in meaningful ways. Whether it is through storytelling sessions, role-plays, or performance reading, we aim to make reading lively and enjoyable, encouraging pupils to connect with the material and develop comprehension skills.
- 2. Working Together Well:** Collaboration is at the heart of our learning. We encourage pupils to work together through group, paired reading activities and discussions. By sharing ideas and insights, children not only enhance their understanding but also learn vital social skills. This collaborative approach helps to build a supportive reading community where learners feel valued and inspired to share their thoughts.
- 3. Oracy and Vocabulary Development:** Language is a powerful tool, and we aim to enrich our pupils' vocabulary through focused oracy activities. By encouraging discussions about the texts they read, along with explicit teaching of new words and phrases, we empower children to express themselves fluently. Ultimately, we want our pupils to articulate their thoughts confidently and develop a rich vocabulary that enhances their reading skills.

### Implementation

#### Leadership

As the reading lead, I am dedicated to creating an engaging curriculum that ignites a passion for literature in our pupils. I aim to build a reading culture where every child is inspired to delve into new stories. My enthusiasm for reading comes from its power to unlock imagination and critical thinking. Watching children discover the joy of stories and share their ideas is incredibly rewarding, as it not only enhances their literacy skills but also boosts their confidence.

#### Organisation

Early Years Foundation Stage (EYFS), we use the synthetic reading programme Read Write Inc. (RWI), which is an evidence-based approach designed to support children in developing their phonics skills effectively. This programme is delivered daily, ensuring that children receive consistent practice and reinforcement of their reading abilities.

As pupils transition into Key Stage 1 (KS1), the focus on systematic phonics continues with RWI. Every day, pupils engage in a 40-minute session that enhances their decoding and comprehension skills. Additionally, we incorporate 2-3 CUSP reading lessons per week, each lasting 45 minutes. These lessons aim to deepen their understanding of texts and cultivate a love for reading through exposure to a diverse range of literature and genres.

In Key Stage 2 (KS2), our approach shifts towards the CUSP curriculum, with pupils participating in daily reading lessons lasting 40 minutes. These lessons are designed to promote critical thinking and analytical skills, allowing pupils to explore texts in greater depth and draw connections to their own experiences. Overall, our structured reading programme across all key stages is designed to foster a strong foundation in literacy, ensuring that every child can become a confident and enthusiastic reader.

### **Planning**

At St Mary's, we have chosen to use CUSP Unity to support our delivery of the Reading curriculum. Phonics is taught through the synthetic reading programme Read Write Inc. (See RWI information document).

The CUSP Reading curriculum is built on three core pillars:

1. Explicit vocabulary instruction
2. Prosodic reading (explicit teaching of fluency)
3. Thinking hard

It is a balanced, ambitious and rich reading curriculum that is built on brilliant literature with diverse representation evident in the thematic mapping document.

In Key stage 2, Pupils read whole texts (books) on days 1/4/5 of each week. On days 2/3 of each week, they read supplementary texts. These are written to enhance pupils' understanding of the core text and ensure that pupils read a broad range of text types. Each day focusses on a different reading competency. Questions are deliberately varied to help children think hard about what they have read.

Reading fluency is explicitly taught as one of the three parts of every lesson. We use a range of prosodic reading strategies in reading to help ensure that every pupil is able to access high-demand literature, regardless of their decoding ability.

We use the 6 phases of a CUSP lesson in Reading lessons.

- Connect
- Explain (inc. EVI)
- Example
- Attempt
- Apply
- Challenge

Pupils use Knowledge Notes to help them navigate the lesson. Sometimes lessons are discussion based; others require written responses. We have dual knowledge notes (securing/advancing) which have inbuilt scaffolds to support learners needs.

### **CPD**

CUSP Unity Partnership includes multiple online teacher videos to develop subject knowledge, lesson structure and support ongoing CPD for all teachers.



## Impact

At St Mary's, we want pupils to be enthusiastic readers. The expected impact of adopting and adapting the CUSP scheme of work is that children will:

- Meet the end of key stage expectations outlined in the national curriculum for Reading.
- Learn to communicate and engage with the world around them confidently and effectively.
- Become accomplished readers by developing extensive vocabularies and the ability to read fluently.
- Think deeply about what they are reading, by doing this, we are setting the stage for them to become lifelong readers.

The CUSP scheme of work provides a structured yet flexible framework, tailored to nurture each child's reading journey. By incorporating a wide variety of texts, we aim to capture the interests of all our pupils, catering to diverse backgrounds and abilities. We want each child to find joy in reading, whether that is through a gripping story, a fascinating non-fiction book, or poetry.

We believe that pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education. Ultimately, our goal is to instil a love for reading that will endure long after they leave St Mary's.

