

Reading Curriculum

Intent, Implementation, Impact



With our children at the heart of our school we aim to provide:

- An inclusive environment where all children thrive and feel safe
- A broad and rich curriculum where our children can explore their thoughts, feelings and ideas.
- A curriculum which provides the breadth and depth for our children to develop as a whole child.
- A curriculum which is enhanced by other experiences to widen our children's knowledge

Curriculum Intent	Curriculum Implementation	Curriculum Impact
<p>Through our Reading curriculum we aim to</p> <ul style="list-style-type: none"> • To foster and develop a love of reading that will stay with them for life. • For all children to become fluent, insightful readers. • Our aim is to ensure that pupils gain a thirst for reading a range of genres and participating in discussions about the books; exploring the language used by different authors and the impact the written words have on the reader. • To inspire children to be confident in speaking and listening and who can use discussion and debate to communicate and further their learning. • To demonstrate clear progression and growth of reading skills as children progress through school. • To equip children with the skills they need to participate fully in society. • Reflect our understanding of the vital role played by parents and carers in the development of reading - modelling positive habits. • Provide high quality phonics to enable all children to develop the early skills, 	<ul style="list-style-type: none"> • All English lessons present purposeful and meaningful opportunities for children to read and write. • All adults create a positive reading and writing culture in school . • Reading is prioritised and drives all areas of the curriculum. <p>Love of reading</p> <ul style="list-style-type: none"> • Promotion of reading through teachers reading out loud regularly to their class (protected time is allocated on each year groups timetable for storytime). • High quality reading books are available for all children (KS1 and KS2 libraries have been developed to promote a love of books and love of reading). <p>Phonics</p> <ul style="list-style-type: none"> • All children in EYFS and KS1 to have daily phonics sessions, following a systematic, synthetic approach. • Visual phonics is used to support all children. • EYFS provision is enhanced through the use of the Launchpad into Literacy. This presents opportunities 	<p>Through the teaching of systematic synthetic phonics, our aim is for children to become fluent readers by the end of Key Stage 1, with these skills further developed as they move through Key Stage 2 to ensure that they are fully ready for the curriculum</p> <p>Attainment and progress in reading is measured using the statutory assessments at the end of Key Stage 1 and Key Stage 2. These results are measured against the attainment of children nationally.</p> <p>Phonics We measure impact through: Phonics Screening Check at the end of Year 1 Half termly checks in Year 1 and Year 2 ensure children are making at least good progress. Groups adjusted accordingly. Baseline PSC at the end of Reception</p> <p>Reading We measure impact through: Accelerated Reader Star Quizzes to assess reading – daily/weekly Accelerated Reader Star Tests to assess progress in reading – half termly NFER tests in Y1, Y3, Y4, Y5 WCR comprehension activities at the end of a unit of work.</p>

to develop essential pre-phonics skills within the nursery and foundation stage provision.

- EYFS and KS1 have access to our Early Years Library which provides a structured approach to reading "Reigate Reading Rainbow" which matches books carefully to the child's phase.

Curriculum Provision

- English and Topic are very closely linked enabling children to use newly acquired subject knowledge/vocabulary.
- High quality texts are used for each topic/English unit. These showcase adventurous vocabulary choices, sentence structures etc.
- Vocabulary is promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary. Word cards/ word banks are symbolised to support understanding of new vocabulary.
- Our curriculum has been designed to ensure that pupils not only read for pleasure but to use books to research and gather new knowledge to extend their understanding.

WCR

- Taught from Y2 upwards
- All lessons have a starter task
- This is followed by - AIRs – Accountable Independent Reading task
- The main session focus is then taken from the VIPERSS Reading domains to develop comprehension skills
- This also includes a C4U task – Checking for Understanding

Learning Environment

- Working Walls – consistent approach throughout school. Agreed approach to guide children through the process of Reading and Analysing, Gathering Content/vocabulary, Planning and practice of new skills. WAGOLs are clearly visible in all classrooms.
- Sentence coding presents a consistent approach to word banks from Nursery to Year 6.

Our children talk enthusiastically about reading and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations

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| | <ul style="list-style-type: none">• Sentence coding supports children's sentence building skills and knowledge of different word classes.• Children take reading books home weekly and engagement at home is celebrated.• KS1 reading rockets (reading reward system)• KS2 children (year 2 as appropriate) use the Accelerated Reader scheme to access appropriate books for their reading skills.• KS2 children (year 2 as appropriate) also have access to MyOn which enables them to read a wide range of texts via an online library platform. | |
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