



Statement of Intent and implementation for Reading

Curriculum

We have identified 5 Golden Threads that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Reading Intent

Our Reading curriculum aims to ensure all children are equipped with a solid understanding of literature the ability to read with fluency and with confidence. We aim to engage and inspire our children with a love of reading for pleasure and encourage them to talk enthusiastically about books. Our intent is for all children to develop their knowledge of literature through written and spoken word by exposing children to a range of high-quality texts and subsequent link texts that provide our children with a wider vocabulary, convey relevant grammatical skills and model the linguistic conventions for reading. Our overarching English curriculum has been carefully planned and sequenced around a high-quality text chosen from our reading spine, intertwining writing skills and reading skills to give children broader exposure to a range of literature.

We believe that for children to succeed, the adults must model and encourage a love of reading. Our intent is to provide our pupils with engaging and exciting lessons where reading skills are developed through comprehensive book talk and activities.

Reading Implementation

Our curriculum is based around high quality texts, chosen specifically for year groups from our reading spine. This is discussed and updated regularly to ensure a breadth of literature is used as well as keeping with the times, new authors and new book titles. Reading is taught over 3 phases, pre-phase, phase 1 and phase 2. Exposure to link texts in the pre-phase immerses children into a theme and provides background information to ensure children have the skills to succeed in their understanding of genre and for their writing. Children will develop understanding of character, narrative, themes and conventions of a text that feeds directly into the writing curriculum. The teaching of Reading and Writing are carefully planned and linked together to ensure children are provided with opportunities to develop the language and vocabulary through a range of written, speaking and listening and drama activities. Reading in the wider curriculum is equally important; a text is often used to aid the teaching and provide children with the subject specific vocabulary to inform their learning.

Reading for pleasure is implemented and promoted in every classroom through a reading corner, displays and wider into the school corridors. A chosen text from our reading spine is read daily for 20 minutes where intonation and fluency are modelled whilst exposing children to further literature. This is not always linked in to our curriculum however carefully selected texts promote rich vocabulary, cultural diversity and

exposure to new material as well keeping the classic children's literature alive. Our library is at the heart of the school and children are encouraged to enjoy the books, recommend new titles and share a love of reading with their peers. Children have access to reading material to take home either through our library books or through home readers where children are encouraged to practice reading for fluency and intonation. We actively encourage our children to read and ensure we provide them with the tools to be able to do so including sending home a monthly Reading newsletter with recommended reads and excite children through regular book talk time and author visits linked to our "11 before 11"

In response to COVID- Key objectives were identified in order help prioritise teaching on return to school in Summer 21 and to support assessment at the end of academic year 20/22. We are continuing to use these Key objectives alongside are usual year group objective guidance to help ensure that any gaps in learning as result of COVID are addressed in the key areas.

Assessment of Reading:

- Teachers group children using the simple view of reading, subsequently the bottom 20% of the children in each year group are supported daily through interventions for comprehensive questioning, building fluency or phonics – this is tailored individually to the child and dependent on their needs.
- Children will complete Headstart assessment papers three times a year. This provides teachers with a scaled score as well as a reading age for the child. This is used in conjunction with teacher judgement against the TAF and wider reading curriculum and evidence in books to make an overall assessment of the child. This is then uploaded to Pupil Asset. These inform Pupil Progress meetings and ensure children are working within the parameters of ARE in their year group.
- Year 2 and Year 6 will sit SATS in the Spring Term.
- At the end of each 3 phases, teachers will assess the learning against the integra skills and TAF in Year 2 and Year 6 to make a final assessment of their individual learning and subsequently plan opportunities to revisit skills or build on the learning to make further progress.
- Lessons are scaffolded effectively and progressive relative to their year group. This allows for children to succeed in the manageable steps in learning.
- At the end of the year, teachers will highlight coverage and record the attainment of each child in the curriculum coverage document. This aids transition as well as providing a detailed picture of the class as well as the individual. This is used to inform teaching and learning in Term 1.