



## Reading curriculum Intent, Implementation and Impact overview

Intent	Implementation	Impact
<p>1. To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that they know more, remember more and understand more. To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in EYFS Framework and the National Curriculum.</p>	<p>EYFS Framework National Curriculum Programmes of Study and Scheme of Work.            English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum.            English is planned by following schemes of work supplemented by high-quality selected texts which also form units of work.            Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.</p>	<p>Children will make at least good progress in reading, writing and speaking and listening from their last point of statutory assessment or from their starting point in Reception.</p> <p>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p> <p>Children have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read.</p> <p>Children will have successfully undertaken the phonics screening check, and KS1 SATs papers in reading and grammar.</p> <p>Children are able to use their experiences of high quality literature to provide imaginative and creative pieces of writing.</p>
<p>2. To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge. To design a reading curriculum which grows enthusiastic and motivated readers with a love of literature, and an enjoyment of reading for pleasure.</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1. In Year 2, phonics transitions from learning sounds into spelling patterns, as well as grammar and punctuation.</li> <li>• Highly experienced staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a differentiated group format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers.</li> <li>• Children's understanding and progress is monitored daily,</li> </ul>	<p>Children will have a love of reading and make at least good progress in reading from their last point of statutory assessment or from their starting point in Reception.</p> <p>Children will use their reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.</p> <p>Children are enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types.</p> <p>Children are inspired by literature and are eager to read for pleasure.</p>



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	<p>through discrete observations by teacher and TA. Alongside this, the class teacher carries out formal assessments of children's progress using assessments created in line with Bug Club phonics and the phonics screening documents provided by the government. When necessary, highly skilled teaching assistants provide one to one and group intervention work for children who require additional support and overlearning to reinforce phonics teaching, and reach the required level.</p> <ul style="list-style-type: none"><li>• After careful research into the full range of phonics approaches and through our range of teaching experiences, we have developed a careful devised approach that is bespoke to our school. Our research showed us that we require a structure that provides progression, regular consolidation and engagement of all learning styles.</li><li>• Within our phonics planning and delivery, we closely follow the guidance set out from Letters and Sounds document using Bug Club phonics. Alongside this, we adopt the Read Write Inc letter formation and letter rhymes, and Jolly Phonics actions to creatively engage and inspire our children.</li><li>• Sessions are fast paced and interactive and enable us to adopt whole class, group and individual delivery approaches; thus increasing the likelihood of rapid progress.</li><li>• Pupils will be given Reading books which closely match the phase of phonics that they are currently working within.</li></ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Reading forms the core of our curriculum. All children read and are read to so that they develop a love of Reading. Books that are read to children are often selected by teachers with the knowledge of how they link to other areas of the curriculum.</li><li>• Reading Scheme – school uses a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres. The schemes incorporated into our reading provision include: Bug club, Oxford Reading Tree and Project X. All books are book banded in order to ensure progression and challenge for all children.</li></ul>	
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	<ul style="list-style-type: none"><li>• Classic Texts – all children will have classic texts read to them in all year groups. Books are selected from the Pie Corbett Reading Spine. This may include traditional fairy tales / rhymes in FS and KS1 to established classic novels in KS2.</li><li>• All children choose a reading book, and this is regularly checked, and Reading books bands are changed accordingly.</li><li>• Individual Reading – all children in Foundation Stage read individually to a trained adult each weekly. Throughout school children will read 1 to 1 with an adult, as either a form of intervention, or as regular reading. Daily readers are read with at least 3 times a week and this is recorded in green in their diaries.</li><li>• Home Reading – all children are expected to read at home and take home 'home' reading books. Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in Reception. Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more. Children in KS2 who did not pass Phonics Screening in Year 2 read more regularly with an adult in school.</li><li>• Guided Reading – all children from Year 1 on take part in Guided Reading. Guided Reading Sessions are planned by all teachers to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors.</li><li>• From Year 1, children have regular opportunities for quiet independent reading, to build stamina, reading habit, and develop a love of reading.</li><li>• Topic reading – During the teaching of foundation subjects, and quiet reading sessions, there is opportunity to read and share a topic book.</li><li>• Reading Areas - All classrooms have class reading areas with subject specific books and other age-appropriate reading for pleasure books.</li></ul>	
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	<ul style="list-style-type: none"> <li>• Library - All children have the opportunity to visit the school library each week and choose a book to read at home for pleasure.</li> </ul>	
<p>3. To build a curriculum which ensures children know right from wrong, celebrate diversity and are 'Life Ready', and which provokes thoughts and opinions within children.</p>	<ul style="list-style-type: none"> <li>• EYFS and Statutory National Curriculum.</li> <li>• Using a wide range of books which allow children to explore values thus ensuring a deeper understanding of morality.</li> <li>• Our reading approach contributes to children learning what it is to be a British citizen or someone who lives here.</li> <li>• Focused activity days on reading which are subject specific and planned to inspire curiosity and enthusiasm for learning. For example, World Book Day.</li> <li>• An enriched reading curriculum designed to engage and challenge children in their reading. Opportunities include trips to Hay Festival, visitors such as author Catherine Barr, Cressida Cowell and poet James Carter, visits by the Children's Bookshelf giving children opportunities to buy high-quality books, opportunities to gain greater understanding and exploration of a text through drama.</li> <li>• Cultural Capital – A school Cultural Capital Enhancement Plan ensures opportunities for children to engage with reading in a variety of settings. For example listening to authors reading their own work at Hay Festival, visiting authors and poets, reading activities during curriculum specific activity days such as World Book Day, and on educational visits.</li> <li>• School subscription to First news to give children a wider knowledge of the world and current affairs, contributing to them becoming 'Life Ready'.</li> <li>• School council meetings which promoting democracy, leading charity initiatives and leadership opportunities across the school. There by enhancing</li> </ul>	<p>Children will have a love of reading and make at least good progress in reading from their last point of statutory assessment or from their starting point in Reception.</p> <p>Children will use their reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.</p> <p>Children are inspired by literature and are eager to read for pleasure.</p>



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	<p>speaking and listening skills.</p> <ul style="list-style-type: none"><li>• Children are given opportunities to research and present whole school, key stage, class and house assemblies where they lead on issues of interest and in collective worship.</li><li>• Opportunities for opinion forming and debate through our PSHC Curriculum, Public speaking, Pupils 2 Parliament and Philosophy 4 Children allowing children to use their knowledge gained from reading to develop their views and opinions, and to support them in their contributions.</li><li>• After school clubs – history, computer.</li><li>• Community – A variety of members of our local community attend weekly to hear children read, a volunteer is assigned to each class.</li><li>• Displays to reinforce school intentions, opportunities for children to read each other's work and promote reading.</li></ul>	
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