



Curriculum Statement – 2021/2022

Reading

Intent

- Fulfil the potential of all our pupils; intellectually, socially, morally, emotionally and culturally
- Foster and encourage a love of learning based around our core values of self-motivation, teamwork, resilience, independence, vision and emotional intelligence
- Deliver high-quality reading education which allows children to transfer their skills to other subjects and to ensure that children are prepared for the next steps in their learning.
- Ensure that the children’s developing use of language not only underpins their achievement across the curriculum, but it lays the foundations for active involvement in cultural life, society, work and lifelong learning.
- Design a reading curriculum that has deep links with writing, science, geography and history and other areas of the curriculum, and helps to prepare our children for the developing world.
- Pupils are encouraged as readers to read a breadth of texts, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions when reading, as a way to open up new worlds to our pupils, both real and imagined; to develop creativity, imagination and empathy.
- Our reading curriculum exposes children to a wide breadth of texts, genres and writing styles.
- Our reading provision enables mastery of all aspects of the English language and a keen understanding of our rich and varied literary heritage.
- Within our timetable, we are committed to ensuring all pupils have daily opportunities for both independent reading and to be read to by the class teacher.

Implementation

- The teaching of reading falls into the following areas: decoding (being able to read the words on the page) and comprehension (understanding meaning and nuances within text).
- It is essential that teaching develops pupils’ competence in these two dimensions.
- In addition, pupils should be taught about authors, genres and language use in order to develop reading for pleasure.
- Children are taught to decode through our Phonics programme, Read Write Inc. This programme is taught in EYFS, Y1 and Y2 (for children who do not pass the Phonics Check in Year 1).
- Children are taught to comprehend during Reading Comprehension lessons, and also Writing lessons (as these are frequently linked to a class text). In Reading Comprehension lessons, we teach the reading skills detailed in the KS1 and KS2 Content Domains for Reading.
- The focus of each Reading Comprehension lesson is determined by the needs of each class. Teachers plan Reading Comprehension lessons to address particular skills which are weaker than others, or to address particular text types which may be unfamiliar/weaker.
- In KS1, children have eight RWI sessions and one Reading Comprehension session per week. In KS2, children have three Reading Comprehension sessions per week.
- Staff plan from and use high-quality texts to develop purposeful and challenging lessons which all children work towards using the Content Domains.

- Staff assess children on an ongoing basis. Staff will use both formative and summative assessment judgements to inform their practice and differentiate their lessons appropriately to account for pupil ability and level of challenge
- Teachers set ambitious targets which stretch pupils of all abilities and allow inclusivity within all lessons
- The school continually maintains, updates and develops its resources to allow effective delivery of the National Curriculum
- The subject leader has good knowledge and seeks to further the subject through continuous professional development, research and regular meetings, including local network meetings

Impact

- Teachers regularly assess pupil understanding through a range of formative assessment strategies, observations and looking at completed work in relation to the specified objectives on the curriculum.
- Through individual and team endeavours, children will learn the necessity of clear planning, effective/efficient production, collaboration with others, self and peer-evaluation and flexibility.
- Reading lessons will also provide children with opportunities to use reading skills in a range of practical applications.
- In the EYFS, class teachers assess children's development and progress in reading by making informal judgements as they observe children.
- In Key Stage 1 and 2, class teachers gather evidence of what individual pupils know, understand and can do in reading by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce.
- At regular intervals throughout the year, an assessment of learning outcomes is recorded and pupil's attainment and progress data is gathered. This is used to identify which children need further support or enhanced challenge.
- In Years 2-6, children are assessed half-termly using a Pearson test to ensure they are on the correct bookband.
- Staff use the Pearson tests, formal NFER assessments, question level analysis, teacher assessment and work in books to identify strengths and gaps in knowledge. Planning is then tailored towards these gaps.
- Through rigorous implementation and monitoring, we aim to believe pupils develop detailed knowledge and skills across the reading curriculum and, as a result, achieve well
- Upon leaving school, our pupils have:
 - covered in the required depth the statutory and non-statutory guidance of the national curriculum
 - the opportunities to regularly revisit concepts and link ideas together
 - access to high quality texts, challenges and resources
 - a real love of reading
 - specific subject knowledge and skills to prepare them for the next phase in their educational journey and able to integrate into a modern British society.