



Reading at Enfield Academy

Curriculum Intent

At Enfield Academy, our intent is to ensure that all our pupils receive a high-quality education in reading that will develop pupils' word reading and comprehension skills as reading is fundamental to literacy. This will ensure our pupils have the ability to read with great fluency and accuracy to guarantee they have the skills required to access the reading required across the curriculum at Enfield Academy and beyond. In addition, our pupils will develop a love of reading.

Through reading, children are exposed to a range of high-quality literature of different genres, enabling pupils both to acquire knowledge and to build on what they already know. As a result of this, pupils develop culturally, emotionally, intellectually, socially and spiritually. Children acquire a love of reading and read often, for both pleasure and information, at home and in school.

At Enfield Academy we follow the National Curriculum to ensure our children...

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding,
- develop the habit of reading widely and often, for both pleasure and information,
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading,
- appreciate our rich and varied literary heritage,
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Curriculum Implementation

At Enfield Academy of New Waltham, we use a plethora of high-quality literature to engage our pupils. We understand that the two dimensions of reading required distinct teaching. English orthography (written language conventions) is a deep and complex system which requires discrete teaching through a synthetic systematic phonics system to ensure pupils are confident in decoding new words and able to rapidly recall familiar words. Word reading skills need to be developed early with a focus on fluency, accuracy and prosody (rhythm and intonation of language). Comprehension of a text relies on pupils' understanding of vocabulary; their strong background knowledge of the world; how well pupils understand how sentences are structured (i.e. pronoun use referring back to initial noun); understanding of



Reading at Enfield Academy

text structure (i.e. genre conventions, paragraphs, bold/italic use) and their own active construction of word meaning. Comprehension strategies (predicting, self-questioning, clarifying, summarising, and thinking about relevant prior knowledge) are discretely taught and modelled when teachers regularly read aloud high-quality text to pupils and engage in discussion with them about those texts. Alongside the reading aloud of high-quality texts and in-depth discussion, we use a VIPERS approach to reading throughout the school to facilitate an in-depth understanding of the individual skills of reading and how these skills interconnect to provide a rich understanding of the text. We instil an enriched vocabulary through the systematic teaching of Tier 2 and Tier 3 vocabulary in English lessons and through the wider curriculum. Children are given time to enjoy reading and have access to a wide range of fiction and non-fiction texts in our school library and in each classroom's designated reading area.

In EYFS, our children are:

- taught to link sounds and letters and to begin to read and write using Phonics Bug,
- given opportunities to listen to stories, accurately anticipating key events,
- taught to respond to what they hear with relevant comments, or actions, including 'how' and 'why' questions,
- given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest,
- helped to use books and stories to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

In KS1 and KS2, our children are taught to:

- use their pre-existing phonic knowledge to help them decode new words,
- use their understanding of morphology to help read and understand a wider range of vocabulary,
- reread sentences for meaning and self-correct where necessary,
- speak fluently and confidently about books they have read or that have been read to them,
- make inferences about texts or characters,
- use evidence to support their opinions or the opinions of others.

Children in all year groups have daily exposure to reading. We ensure the children are exposed to a rich variety of texts throughout each year group through our reading spine as modelled and shared by the class teacher regularly. In EYFS,



Reading at Enfield Academy

pupils engage with phonics sessions for 30 minutes daily. Pupils have the opportunity to engage in phonics activities during their child-initiated learning through play provision. In EYFS, pupils read to an adult on a one-to-one basis to encourage them to develop the blending skills they are learning in phonics sessions. They explore through a mix of play, explicit formal lessons and links to other areas of the curriculum. Adult led literacy sessions are delivered to encourage book talk around a high-quality shared text. Nursery rhymes and poetry are considered to be a vital part of our Early Years reading provision. In Year 1, pupils engage in a daily phonics session for 30 minutes. Pupils will read aloud to an adult and engage in adult-led book discussions within a small group. All pupils in Early Years and Year 1 receive a home reading book that matches their phonic knowledge. In Year 2, pupils receive additional phonics sessions if they were not secure at the end of Year 1. In KS2, reading is explicitly taught. Reading fluency sessions occur daily and allow pupils the chance to engage with echo and choral reading with texts which relate to the wider curriculum area that is being studied. Pupils have access during these sessions to Reading Plus and Lexia to support their independent reading work. A class text is shared with the children and in-depth discussion around this text will take place. We develop the children's vocabulary with rich and engaging texts. At Enfield Academy, we recognise the importance of discussing vocabulary with our pupils in the context of our reading and then providing future opportunities to revisit this vocabulary to embed it. Every classroom has a display of high-quality texts that the children can read and every teacher models being a reader to pupils. Poetry is shared with every class on a weekly basis to ensure alongside fiction and non-fiction texts to ensure all pupils are able to experience a full range of genres. We also encourage and support pupils to engage in a range of books which celebrate differences between people to provide children to opportunity to see themselves and their families (whatever shape and size) in print which also promotes equality and diversity. We also support and encourage reading at home, with reading champion awards to promote regular reading. We appreciate the parental support that goes hand in hand with developing and fostering a love of reading at Enfield.

Curriculum Impact

Assessment criteria has been developed in line with the National Curriculum requirements and enables us to assess children as they move through each stage of their learning journey. We regularly attend Moderation Meetings in the Humber Hub of the Enquire Learning Trust for all year groups to discuss standards wider than just our school community. In addition to trust Moderation Meetings, we also moderate internally through a systematically monitored 'Annual Cycle of



Reading at Enfield Academy

Evaluation' which includes regular learning walks and book scrutiny in order to measure impact and assess the implementation of our curriculum.

Our aim is to achieve a GLD (Good Level of Development) in EYFS in line with national standards and be at or above the national standard in the Phonics Screening in Year 1, KS1 National Tests and KS2 National Tests.

Every child in our school is instilled with a love for reading that will last a lifetime. Our pupils have developed the knowledge and skills that will help them as they continue on to secondary school.

Mrs A Johnson
(Early Reading Champion)

Mrs L Johnson
(English Lead)