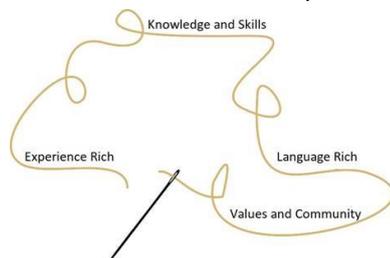




Reading Intent, Implementation & Impact Statement

At Gorse Hill School, we believe in the unlimited potential of every child – that *Every Child Can*. As a result of this, we have carefully designed a curriculum which is underpinned by 4 Golden Threads.



We have carefully chosen our Golden Threads because they are unique to our school context and setting:

- Language rich: Over 60% of our pupils have English as an additional language so it is our intent that our pupils will develop a wide range of subject specific vocabulary and apply this within their learning.
- Knowledge and skills: It is our intent that our pupils will develop mastery across the curriculum as a result of a carefully sequenced curriculum which builds progressively on knowledge and skills.
- Experience rich: Our intent is for every child to be motivated, curious and excited in their learning and across all curriculum areas. Our intent is for our curriculum to provide all children with an invitation to learn and a breadth experiences that enriches their learning and enables them to transfer their skills across all curriculum areas.
- Values and Community: Our intent is for all children to embrace and develop a shared set of values – our school's **CARE Values**. We want all children to understand the communities that they are part of and their developing personal values to prepare them for life in an ever-changing and modern world.

Our Intent for our Reading Curriculum:

At Gorse Hill School, our 4 Golden Threads underpin our curriculum intent enabling our pupils to achieve the following in Reading:

- Develop a love of and thirst for reading that is sustained throughout life
- Appreciate a diverse and wide range of texts, genre and authors
- Secure skills that are fundamental to being a successful reader: phonics, retrieval, fluency and comprehension
- Read with fluency, prosody and expression
- Develop a rich vocabulary that is applied to speech and writing

Our intent is for children to be immersed in a range of genres and age-appropriate texts. We aim to incorporate our school values through our chosen texts and during our lessons. Our intent is to develop the habit of reading widely and often, for both pleasure and purpose. We aim for all our children to acquire a wide vocabulary for reading, writing and spoken language. We aim to ensure all children are given exposure of a rich range of vocabulary through the use of quality texts in English and the high level of language used by all adults in school as well as the systematic teaching of vocabulary. The effective teaching of reading is linked closely to our teaching of writing to enable high quality outcomes for pupils. Our English curriculum is carefully planned and sequenced in units to build on prior learning. Our intent is for children to be able to understand a text in depth and be able to answer a range of questions to show their understanding. We aim to embed and provide a lifelong love for reading in all children no matter their ability, background or home life.

Implementation:

The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure the aims of the National Curriculum are met, and it has been used to inform the choices we have made about the content that we teach at Gorse Hill School.

At Gorse Hill School, high-quality texts have been identified to underpin our Reading curriculum.

In Early Years and Key Stage 1, we implement the teaching of Systematic Synthetic Phonics, using *Little Wandle* as our chosen SSP.

In Key Stage 2, and from the summer term in Year 2, our Reading curriculum is implemented through a structured and progressive approach, which immerses pupils into a text/section of text, whilst they develop reading skills:

- Lesson 1: Vocabulary
- Lesson 2: Retrieval
- Lesson 3: Reading skill
- Lesson 4: Reading skill

Through focusing on a text/section of a text for a week, cognitive overload on our pupils is reduced. Additionally, children are able to practise developing fluency and prosody by reading the same section of text each day. Our teachers use the 'I do, we do' model to support the teaching of reading.

Impact

Our intended impact is that by the time our pupils leave Gorse Hill School, they will have developed:

- A love of and thirst for reading that lasts a life time
- An appreciation a diverse and wide range of texts, genre and authors
- A secure set of the fundamental skills that enable them to be successful readers
- Fluency, prosody and expression when reading a range of texts for different purposes
- A rich vocabulary that they apply to their speech and writing