

**Curriculum Statement for Reading.**

“ A child who reads will be an adult who thinks”

**Intent (Our Aim).**

At Laceby Acres, we want our children to be confident and questioning readers who actively engage and interact with the stories and texts they come across throughout their school life during their time with us so that they are ready and prepared for secondary education. We know that reading is a vital skill to learning and progression in all areas of life which is why we want our children to become early readers and use the accredited phonics scheme, Little Wandle and a Guided Reading approach in KS1 to help our children become masters at decoding, segmenting and blending, giving them all the tools they need to become thoughtful and confident readers. The ability to read is fundamental to pupils’ development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the National Curriculum, drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

We follow Chris Quigley Essentials Curriculum in line with The National Curriculum. Both state that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. We want to help instil reading as not only a vital skill but an enjoyable, creative and enriching experience. We hope to achieve this through the care and consideration that goes in to choosing and planning what high quality texts we want our children to be exposed to in each year group, responding to the social and emotional issues that are relevant to our children as well as broadening their minds in topics unfamiliar to them, crossing over boundaries of text types. Reading experiences and books have a remarkable way of sticking with individuals from an early age, all the way through to adulthood and we want to give children the best possible reading experiences to ensure that not only can they read independently when they leave our school but that they remember how amazing literature can be and want to continue to engage with stories and texts deep into their life.

 Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

• Word reading

• Comprehension (both listening and reading)

It is the ambition in our curriculum that each year group progresses to the next and the children are constantly building on from taught skills and shared experiences in a way that they retain, engage and question.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils’ reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.









**Implementation (Our Approach).**

 At Laceby Acres we want to develop our children into life-long readers as well feel this is not only essential to children being able to access the rest of our curriculum but will have a dramatic impact on the quality of young writers we can shape. We have our overview of our school reading journey beginning with the systematic synthetic teaching of phonics using the Little Wandle accredited scheme, through to guided group reading sessions (following the Collins Big Cat scheme) that focus on comprehension skills and children’s spoken language, moving into reciprocal reading acumen where children learn and apply a full range of reading skills to deepen their understanding.

Phonics and Oracy Guided Group Reading Reciprocal Reading Reading Acumen

As part of our writing process we put high quality texts at the centre of our English curriculum and give children in all year group’s experiences and opportunities to access and engage with these texts, widening their understanding of different text types and purposes for reading. We take great care and consideration when selecting texts to use as a core focus in each term during the school year and are developing a link reading approach to ensure that children in our classrooms are exposed to as many well-chosen, appropriate high quality texts as possible, using supplementary supporting texts (including fiction, non-fiction and poetry) in an extract approach to widen our pupils knowledge of books, authors, genres and vocabulary. We map out our text progression in our Text Progression document where each year group plans their core text for each term and the range of supporting texts they will use. This then goes into our Long Term English Curriculum Map where writing outcomes are planned, grammatical knowledge is unpicked and contextual information is linked to our History and Geography topics.

Using high quality texts we allow children to develop and build on the fundamental reading skills of:

* Vocabulary development
* Inference skills
* Summarising key points and themes
* Retrieval of information
* Predictions using links between texts
* Explanation and Clarification of information and themes

English Lessons – Whole Class Reading

In shared reading, the teacher models the reading process of the core focus text for that term to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children’s reading targets are taken into account and included in the planning where they are being taught. In KS1, when modelling reading, the pupils are encouraged to join in where appropriate. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class. In KS2, children have access to the text either individually or with a partner. They are expected to follow the text as the teacher reads and occasionally read out loud. During the independent part of the Literacy lesson, pupils take on the responsibility of developing their reading ability. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all groups of learners by matching the activity to the ability of the child. During some lessons this is achieved by differentiated work while in others, children are given the opportunity to talk and collaborate with their peers, thus embedding and enhancing their learning.

Guided Reading

In guided reading we use the Collins Big Cat scheme where the responsibility for reading shifts to the learner with the adult becoming a support for reading. The majority of the pupils should be reading the same text with differentiation of text type only being used where necessary. This mirrors the expectation of the end of key stage tests where all children are expected to read the same text. It is important however, to support children who are not working at the expected standard and who will therefore need a less challenging text type. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading. The focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in literacy lessons. We see the value in guided reading sessions for KS1 pupils were they can apply their widening phonological awareness with adult support and guidance. As children progress through the school we want them to be secure word readers able to access age appropriate texts through a whole class reading approach but we understand that some children need more time and support to achieve this and use guided reading as an intervention tool for those children.

Foundation Stage

We focus on the oracy skills of our children when they enter into our early years setting, developing their spoken English in line with the systematic approach of our phonics scheme and the complete fidelity to Essential Letters and Sounds. At the end of the Foundation Stage the pupils will have experienced shared, guided and independent reading and learned the routines and responsibilities which enable the class to operate efficiently and effectively. Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print. The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and they have opportunities to retell narratives themselves. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts they read rather than on reading words accurately.

Phonics

 In the foundation stage and Key Stage One, the pupils’ phonological awareness and phonic knowledge is developed as they follow the Little Wandle programme through daily phonics teaching. In Key Stage Two, phonics is taught through tailored interventions by experienced teachers and teaching assistants who have received training on our choice of accredited phonics scheme when we began to embed it in our school. Our phonics policy details more information about the teaching of early reading throughout school.

Home Readers

As such a high importance is placed on reading in the National Curriculum and in particular fostering a love of reading, the children at Laceby Acres Academy read a rich and varied selection of texts. They receive a carefully selected appropriately level book from the Oxford Reading Tree as well as a phonically decodable reading book for those children in Foundation Stage, Year 1, Year 2 and Year 3 (where necessary). The decodable book will focus on sounds that the child is secure with to encourage fluent reading which will improve confidence. Once children have worked their way through the Oxford Reading Tree levels they become a free reader where they can choose real books to begin their own reading journey where they develop their own favourite authors, genres and interests.

We monitor the level children are reading at closely and read 1:1 with each child termly to make sure they are on the adequate level and are making progress through the scheme. It is important that each child reads their books weekly and returns them to be changed. It is also good practice to give children time to re-read these stories and books to help build up their fluency at reading longer books.

The learning environment

 All classrooms have well-stocked book areas with fiction and non-fiction titles with a range of current genres and content as well as traditional and well known authors and tales. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class. There is also a fully stocked and laid out library that the children can access. Reading ambassadors from each year group are involved in the running, layout and use of the library. There will be a timetable of opening times during the lunch hour in which target pupils will be invited to come and access the library with reading buddies from KS2 to give them more experiences in choosing, listening to and reading stories and books.

The learning environment should also promote reading in an engaging way. There should be an abundance of vocabulary for the children to access. Lower down the school, the classrooms have displays with graphemes to support the teaching of phonics.

**Impact.**

The impact of our reading approach is to ensure all children in all year groups acquire the age-related knowledge in line with the latest National Curriculum of reading, writing, spelling, punctuation and grammar. We tailor our planning and approach to make sure these are covered in each year group and each year builds on these.

Long term we hope pupils will:

* Become more confident fluent readers,
* Develop a love and passion for reading and books as much as our practitioners do,
* Be confident when speaking and listening to use discussion to communicate to further their learning,
* Enjoy learning a wide range of different genres and text types and learn how to write for different purposes,
* Pupils of all abilities will be able to access and succeed in our English lessons because work will have appropriate scaffolds and models in place,
* Have a wide vocabulary and be adventurous with vocabulary choices within their writing,
* Have a good knowledge of how to adapt their writing based on the context and audience,
* Leave primary school being able to effectively apply spelling rules and patterns they have been taught,
* Make good and better progress from their starting points to achieve their full potential.

The impact of our reading approach through the school is to give children valuable reading experiences and tools they can transfer across the curriculum to all areas of their learning through each year and aid with the retention of curriculum content for each subject and topic taught and covered. We want to see our English books showcasing the amazing interactions and engagement our children have in the stories and texts they engage with throughout each year group, showing clear progression and application of the reading skills taught. Each year group sets a goal of what high quality texts they want their children to be exposed to during each school year, whether that is the texts chosen as core or linked supporting texts or class reads. Through effective and reactive interventions and quality first teaching practices we want to ensure that SEND and pupil premium children are given the time and support needed to be able to make as much progress as they are capable of and access as much as the curriculum as possible. We want the impact of our reading approach at Laceby Acres to not only benefit all our children during their time in our primary school, but have an impact on their progression into KS3 and beyond.