

Curriculum Reading	
	
Intention	Our reading curriculum offers a planned sequence to ensure teachers have progressively covered the reading knowledge, skills and concepts required by the national curriculum. These reading concepts are; decoding, vocabulary & meaning, retrieval, summarise, prediction, inference and explain. We provide all of our children with a rich and varied reading curriculum using whole class books to take the children on an engaging journey from reading into writing. Our intention is for every child to be a fluent reader, with a strong ability to comprehend the text they read and answer a variety of question types about the text. Above all else we want all of our children to have a love for reading. We intend to identify children requiring additional support early and to provide the help they require to improve fluency and comprehension.
Implementation	In order for children to learn key reading comprehension skills we teach one skill as a single lesson. We clearly model each skill and provide opportunity for the children to practise and review their learning. In order to consolidate these keys skills (vocabulary, inference, prediction, explanation and retrieval) we timetable five reading lessons per week. The lessons use extracts or chapters from our <i>Reading into Writing</i> curriculum books and this is how we ensure we progress from reading high quality books into our writing journey. In addition, we also use linked texts to supplement the <i>Reading into Writing</i> books. This ensures that we cover a wide range of text types and provide opportunities for the children to read a wide range of genres and text types. The core reading skills we learn are included in display materials in the book corner areas of every classroom. All children are able to access our well-stocked library and take out a book to learn from and a book to love. In addition, we work closely with our local library to increase registrations and we run a weekly reading challenge to reward regular reading at home and an annual get caught reading competition. Finally, we encourage reading of ebooks using Reading Buddy . To identify and support children requiring additional support with reading we have an assessment and monitoring process in place and we use the Dfe approved Sound-Write phonics programme.
Impact	The impact of regularly teaching specific reading skills will be seen through increased knowledge of these skills and an increase in reading comprehension scores. The learning environment across the school will be more consistent with vocabulary of the reading skills displayed, spoken about and used by all learners. Impact will be measured through key questioning built into lessons and through end of term reading assessments (NTS) allowing children to show their increased knowledge. Where children are below the expected standard for their year, impact will be measured through regular assessments of phonics knowledge alongside their reading and comprehension ages. All reading work will be carried out in dedicated reading books which will follow children up the school so their learning journey and progress will be evident. Children's progress will also be evident through the progress they make in either their catch-up phonics interventions or through their reading level

