

Curriculum Intent

Our reading curriculum aims to prepare and provide our children with a solid **understanding** of literature and have the **skills** needed to read confidently and fluently. We aim to inspire our children to be enthusiastic readers who read for pleasure and develop their **knowledge**. In addition, we ensure our children are exposed to and understand a wide range of **vocabulary**. We are passionate about promoting reading for pleasure to our children on a daily basis. The overarching aim for English in our 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 pleasure. Reading makes up part of our outer curriculum and reflects our embedded values, resilience, responsibility and independence.

Curriculum Impact

We believe our effective teaching, regular assessment and rigorous intervention have a lasting impact on developing our children’s ability to read. Objectives within reading are ambitious for all, to enable children to reach the highest standards, and these objectives are adapted to meet the needs of children with SEND and those who are disadvantaged. We have also supported other colleagues in the WHF MAT with training on how to plan effective units of work, making a close link between reading and writing outcomes.

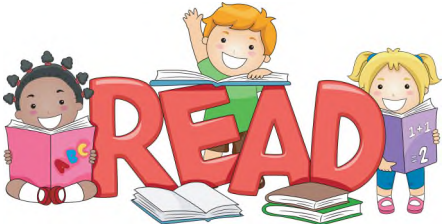
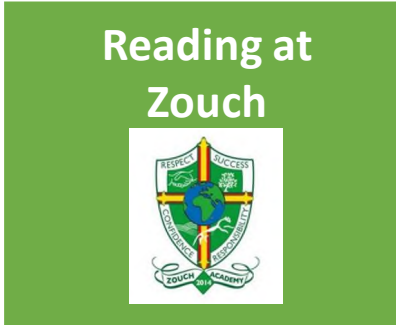
Assessment

The children are assessed at regular points throughout the year using summative assessments. We also formatively assess the children when we read 1:1 with them or in a small group, on a weekly basis.



Reading

Our values



Curriculum Implementation

Our curriculum design for Reading includes these four parts: **knowledge, skills, understanding** and **vocabulary**. These areas have been sequenced in each year group ensuring they are progressive and everyone understands the intended end-points. Reading for pleasure is promoted through daily story times, sessions in our school and local libraries and through a range of events across the year. The effective teaching of reading is linked closely to our teaching of writing to enable high quality outcomes for pupils. Our teaching of reading prepares our children for their writing, as well as teaching them the skills that they need to be fluent word readers and to have strong comprehension skills. We recognise the importance of reading across the whole curriculum and incorporate reading in all subjects. In addition to this, our reading curriculum enables our children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading. High quality texts are selected to develop this level of comprehension which are closely linked with our current learning themes. Our reading curriculum coincides closely with our teaching of phonics which develops the children’s reading by segmenting and blending sounds. It is a school priority that we hear every child read at least once a week on a 1:1 basis or in a small group. Children who find reading more of a challenge read 3-5 times per week.

Reading sequence

Pre-phase 1- During this week, we give the children experiences to ensure that they have the knowledge and understanding needed for the new text and genre.

Phase 1- During this week, we teach our year group objectives using the class text.

Phase 2- This week is focused around teaching comprehension. Each day is based on a Reading skill: vocabulary, retrieval and inference.

The sequence is repeated for another 3 weeks per term

VIPERS- These lessons are taught throughout the sequence, focusing on different reading skills, dependent on the children’s needs.