

Curriculum Intent Statement

Reading
at
St Paul's Peel CE Primary School



To develop our children as readers we;

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry and the use online reading- bug club.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text

Intent

“There is no such thing as a child who hates to read; there are only children who have not found the right book.” – Frank Serafini

At St Paul's Peel CE Primary School, we intend to help children find the right book. Developing a love of reading is at the core of our English curriculum and we believe it should be a priority to give children the tools and skills they need to fully access the worlds contained within books. Opportunities to read for pleasure, learning and inspiration are embedded across our curriculum and school day.

Implement

At the very start of children reading journey, our reading scheme and phonics scheme work alongside each other to help children develop a range of reading strategies to aid them in decoding and understanding what they have read. IN EYFS and KS1, the reading bug is sent home each week with a child in class to promote the importance of reading with children at home and give families the opportunity to choose from a selection of books to share together. Our number staged reading scheme is re-banded into colour stages in KS2 to support children's progress, self-esteem and self-image as a reader in KS2. As children move further on in their reading journey, they are encouraged to choose books based on their own preference. Reading maps provide inspiration of what book they might enjoy next based on previous likes and dislikes.

A range of interventions are used to support children in attaining their reading potential when needed. Our Phonic groups, Catch-up Literacy programme and Reading between the lines inference resources are used to aid children on their quest to becoming proficient,

passionate and life-long readers. Special Guardianship and LAC funds are used to enhance reading opportunities for more vulnerable children through the Letterbox Club which provides children with their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months.

Bedrock Vocabulary is used by children in KS2 to increase reading opportunities whilst immersing them in academic vocabulary. *'Children engage in a range of fiction, non-fiction and prose introducing words in context, encouraging reading and increasing cultural capital.'* (bedrocklearning.org)

Our English curriculum uses a book-based approach, where a text is used as the stimulus for writing. Each term a 'take one book' unit of work, allows teachers the flexibility to revisit curriculum objectives through a book of their choosing that responds to pupil's specific interests, knowledge and experiences. This curriculum approach gives the opportunity for children to engage with a range of books which span different authors, genres, cultures and time periods in literature.

Reading for pleasure is built into our day through the designated class reader session, where the class share a book together. The intention being that all children, regardless of attainment level, can be immersed in the same high quality literature and the discussions that these texts promote. The teacher and other children can model intonation, volume and expression with the expected impact that children become more confident readers. The wide range of vocabulary can be heard in context and the teachers can pitch their questioning appropriately insisting on high quality responses with evidenced based explanations. Activities that enable children to dive deeper into the meaning of the text, discuss the choices author's have made, make predictions or share their opinions and preferences are encouraged through the use of a reading journal.

Our SLA with Salford Libraries service means books in classrooms are constantly updated, and the interests of changing cohorts can be catered for. Topic boxes support other curriculum areas and Author boxes allow children to engage with a range of titles or further books in a series, from an author they like.

Impact

The impact of this reading curriculum is that children will be literate, their lives will be enriched and they will be inspired to further explore the world of books and the creative and informative opportunities that this offers.

Each child's reading age and comprehension age are assessed through the use of a standardised test at the start of each half term (New Salford Reading Test). Summative assessments are completed at the end of each term (NFER Reading) to inform pupil progress planning. Tracking of reading attainment within school highlights trends within reading for individual children, pupil groups and cohorts in school enabling curriculum planning and leadership to be purposeful and responsive to the specific needs of those it supports and teaches.