

READING CURRICULUM

INTENT:

Our planned reading curriculum is ambitious for all pupils and aims to ensure they have confidence, competency and fluency in reading. It uses a wide range of texts, materials and resources (both seen and unseen) to develop the skills of being a reader. It intends to open children's eyes to the power of reading as a life skill and to foster a love of reading which will last beyond their primary years.

IMPLEMENTATION:

Our reading curriculum document is based on building skills and knowledge from Year 1 to Year 6. From years 1 to 6 we teach reading through specific skills, known as content domains. These focus on:

- Literal retrieval
- The meaning of words (choice of language)
- Sequencing and summarising
- Inference and deduction
- Prediction

Reading skills have been carefully mapped out to ensure full, progressive coverage of the National Curriculum for English. The reading weighting document supports teachers to prioritise skills based on their level of focus for that specific year group. For example, in years 1 & 2 there is a high focus on word reading, vocabulary and literal retrieval. Whereas in years 4 & 5, interpreting, inference and prediction become high focus skills.

Our short-term reading planning document further supports teachers in breaking down specific skills into smaller steps for success. Year group by year group, this planned curriculum ensures complete coverage of the skills required and subsequently ensures pupils are exposed to skills required to reach ARE.

Teachers model reading strategies to develop fluency. Reading happens every day via a combinations of focused taught sessions, cross-curricular reading and reading for pleasure. Where pupils are in phonics year groups, they also receive regular guided reading lessons.

We carefully select a range of high-quality texts for all year groups alongside a range of reading for pleasure books. This forms our whole-school reading spine and ensures pupils are exposed to increasingly challenging texts during their time in school.

IMPACT:

Pupils leave us with a secure foundation of reading skills (competency, fluency and comprehension). Where they have fallen behind, pupils receive additional support to catch up and address this need. Pupils leave us with a catalogue of texts in their personal library which they may not otherwise have experienced. These opportunities are further enhanced by thematic experiences across the school year.