



Reading Curriculum Statement

Intent	Implementation	Impact
<p>To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more.</p> <p>To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.</p> <p>At Teagues Bridge, we believe that Reading is a fundamental skill which enables children to access all areas of learning, ensuring they can make progress and succeed.</p> <p>Our aim is for children to view reading as an enjoyable and worthwhile activity and develop a love of reading. We want them to become fluent and confident readers who can read a range of fiction and non-fiction genres.</p> <p>Our curriculum is designed so that, alongside reading for pleasure, children develop the ability to use their reading skills to research and gather new knowledge and understanding.</p>	<p>Developing the Love of Reading: We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study. The following strategies are used to encourage reading and to develop the love of reading in our school:</p> <p>Story Time: Story time takes place daily and books are selected based on topics and interests of the children in the class.</p> <p>School Library: The children take home library books once a week to share at home and are encouraged to read widely across both fiction and non-fiction. Children from year 2 can access the library using their own library cards, which is currently run by librarians – children from year 5 and 6 who have been given responsibility for librarian for the year.</p> <p>Reading Corners These are evident around the school in each classroom. The book corners are linked to the theme in Key Stage 1 and encourage a love of reading. In KS2, book corners are linked to the whole class reading text or theme.</p>	<p>Our aim is that children can read fluently by the end of Key Stage 1, enabling them to fully access learning at Key Stage 2 and beyond.</p> <p>Reading is assessed in the following ways:</p> <p>Statutory Assessment</p> <p>Year 1: Children take part in the Phonics Screening check.</p> <p>Year 2: Children are assessed in Reading as part of the end of Key Stage 1 SATs.</p> <p>Year 6: Children are formally assessed in Reading as part of the end of Key Stage 2 SATs.</p> <p>In School Assessments</p> <p>Children in Year 2 and above undertake termly assessments using the Cornerstones reading tests. Progress and attainment is also measured. Teachers also complete analysis grids to assess attainment and progress in reading domains.</p> <p>In formal assessments</p> <p>Teachers continuously assess children's attainment and progress during individual and whole class reading sessions.</p>

The Reading Environment has been developed to include interactive displays for the children to learn and enjoy. Each reading corner has a range of fiction, non-fiction and poetry books that have been book-banded so that all children can access books that are accessible and based on their attainment. Every classroom has a basket of books called '5 a term'. These 5 texts are chosen from the Pie Corbett Reading Spine for each year group. Children are encouraged to read these texts throughout the term.

Reading Comprehension

All reading domains have been allocated a dog character. These characters are:

- *Summarising Suki
- *Prediction Pip
- *Retriever Rex
- *Vocabulary Victor
- *Inference Iggy
- *Commentator Cassie

All children use these characters when learning about reading comprehension strategies. These characters are displayed in each classroom. In addition to this, all children use bookmarks appropriate for their year group, with key questions linked to the characters that parents can use at home with their child. These bookmarks are used by children in their individual reading books.

Pupil voice to assess attitudes towards Reading and learning.

- *Pupils will enjoy reading across a range of genres.
- *Pupils of all abilities will be able to succeed in all reading lessons.
- *Pupils will use a range of strategies for decoding words, not solely relying on phonics.
- *Pupils will have a good knowledge of a range of authors.
- *Pupils will be ready to read in any subject in their forthcoming secondary education.
- *Parents and carers will have a good understanding of how they can support reading at home and contribute regularly to home-school records.
- *The % of pupils working at ARE within each year group will be at least in line with national averages.
- *The % of pupils working at Greater Depth within each year group will be at least in line with national averages.
- *There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Phonics

The systematic teaching of phonics has a high priority throughout EYFS and Key Stage 1.

* At Teagues Bridge, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.

* We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1.

* We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

*To create an inclusive, inspired and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading.

*To ensure children in KS1 are given the best opportunity to achieve expected progress, or more, in reading

Reader of the month

Each class teacher nominates a child who has been regularly reading at home. This child's reading achievement is then celebrated through a photograph of them reading their favourite book, which is displayed in school. In addition to this, the child receives a certificate which is then sent home so that parents can also celebrate and recognise their achievements.

Phonics

Phonics is taught across EYFS and KS1 as well as intervention sessions for KS2. At Teagues Bridge, we use the Read, Write Inc phonics programme as it provides a systematic and structured approach to teaching Literacy. We teach in this way because when phonics is taught in a structured way.

They are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as 'sh' or 'oo' and then blend these sounds together from left to right to make a word. Children can then use this knowledge to 'de-code' new words they hear or see.

In EYFS and KS1 we continue to develop children's phonics knowledge through the RWI scheme.

Children are taught to:

- o decode letter/sounds correspondences quickly and effortlessly, using their phonic knowledge and skills
- o read 'tricky' (red words) on sight

Phonics

*The result of phonics teaching at our school will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading.

*Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

*Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. The children read books in line with their phonics knowledge. Children can then focus on developing fluency and comprehension throughout the school. Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences.

- o understands what they read o read aloud with fluency and expression.
- o writes confidently, with a strong focus on vocabulary and grammar.
- o spell quickly and easily by segmenting the sounds in words.
- o acquires good handwriting.

Children learn different representations of a sound ('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading, but also spelling and develops skills which are transferrable to their Literacy.

Across EYFS and KS1, children have daily phonics lessons. Each story book follows a three or five-day plan. Writing activities include,

- 'Hold a sentence' which encourages the children to remember a whole sentence while focusing on spelling and punctuation.
- 'Build a sentence' which gives the children the opportunity to create their own sentence that shows the meaning of a new word.
- 'Edit a sentence' which allows the children to critique a sentence using their knowledge of spelling, punctuation and grammar. Children then complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and is an opportunity to practice and apply their phonic skills, spelling, grammar and punctuation.

Children are streamed for daily reading sessions across KSI and during this time we use RWI phonic based reading books. This ensures that there is consistency between our phonics and reading sessions and that children apply their new phonics knowledge to reading books, giving them a purpose and sense of achievement. Children in EYFS and Key Stage 1 are assessed using the RWI assessments test at the end of each term. The test identifies the children's progress so far as well as their targets. Regular assessment enables us to stream children for phonics and RWI, ensuring the teaching they receive is tailored to the level they are at, as well as planning targeted 1:1 intervention to ensure that children do not fall behind.

In addition, children are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetic code knowledge.

Staff ensure that children read books that are closely matched to their increasing knowledge of phonics and the 'red words'. This is so that, early on, they experience success and gain confidence that they are readers. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to children: they are soon able to read these texts for themselves.

Early Reading

Children experience a wide range of picture books and books with large print which the teacher shares with the class. They begin to learn that print has meaning. Our early reading programme is matched to our Phonics teaching. In Reception, when children are at the decoding stage of reading, individual reading books are fully decodable being closely matched to the appropriate phonic stage. They have a phonic decodable text that links to the phonic phase that they are learning.

Key Stage 2

All children in Key Stage 2 participate in whole class reading sessions called 'Love to Read'. These take place daily and will focus on one key quality text that links to their current theme. Love to read reading sessions are integral in KS2 as children engage and read high-quality texts using whole class reading, partner reading as well as reciprocal reading, where children explore texts using questions, predictions, clarifying and summarising within groups. As well as reciprocal reading sessions, comprehension skills are carefully planned to ensure that all children explore a thorough understanding of what's being read.

Daily 1:1 reading

All children will read to an adult in school at least once a week. This is recorded in reading records which are used in school and at home. Teachers will keep a daily record in class that focuses on the key reading domains.

