

## Curriculum Intent Statement for Reading

### Our School Vision

*“We aim to inspire the members of our community to follow God’s light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility.*

*In achieving our mission, we can all make a positive contribution to our global society.”*

*“I am the light of the world. If you follow me, you won’t have to walk in the darkness, because you will have the light that leads to life.” John 8:12*

### Curriculum Intent

At Seend Primary School, we believe that the curriculum should:

- open children's minds
- develop a sense of wonder about the world around them
- engage their natural curiosity
- inspire them to be life-long learners.

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

The whole curriculum should also contribute to children’s moral, social, cultural and spiritual development in support of our vision for the Seend School community.

### Reading intent

Our aim is to develop a love of reading and a desire to read for pleasure as well as for purpose as research shows this has a positive affect not only on a child’s reading ability but also on their knowledge and understanding across the curriculum and the wider world.

At Seend Primary School, we believe in developing a reading and high priority is given to reading throughout the school. We do this by creating book areas in classrooms, having a school library which hosts a variety of reading genres and celebrates diversity, and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times.

## Reading Implementation

At Seend Primary School, Reading is taught through a range of approaches:

**1. Whole class reading that develops listening skills, a love of story and reading for pleasure.**

This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children. This approach enables the children of all abilities to be exposed to high quality texts which wouldn't be accessible if reading independently.

**2. Shared reading that immerses children in the pattern of story and features of text types.**

This happens in literacy sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.

**3. Guided reading that targets children's reading skills.**

Guided reading takes place in small groups, year groups and as a whole class with teacher input using an age appropriate text.

**4. Independent reading in school and at home.**

Books are sent home with the child's Reading Record to help communicate progress and targets with parents. We share our expectations with parents that children should be reading at home to an adult daily. In Foundation Stage, KS1 and LKS2, children take home a levelled reading scheme book which is chosen with the support of the class teacher and changed when finished. The reading scheme books have a controlled vocabulary and therefore children are moved through the stages as they are able to read the key words. Reading a levelled book also enables them to understand what they have read. At Seend Primary School, there is a range of decodable reading books available for the children to read which are matched to the phase they have been taught. We believe this ensures that the children can fully access the text they are reading.

We have a variety of reading schemes that we use at KS1 to teach and develop early reading. They include:

- Oxford Reading Tree
- Bug Club
- Rigby Star
- Big Cat Phonics
- Floppy phonics
- Story World
- Rising Stars Reading Planet

In KS2, after progressing through the levels, children become free readers and may choose their own chapter book to take home and these are changed regularly. Some children in KS2 are also given scheme books to further support their reading skills if required.

**5. Reading to an adult 1:1**

Each class teacher endeavours to listen to a child read regularly either 1:1 or as part of a guided reading group. When key children are identified as needing additional support with reading, they are listened to more frequently by either the class teacher, TA or a parent volunteer. This is tracked and monitored by the class teacher.

## **6. The reading environment.**

The print-rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom, the reading area is attractive and inviting. Books are clearly accessible and changed regularly to coincide with topics or interests. These are also supplemented by books and resources from the Wiltshire Learning Resources Hub. Books are also displayed and promoted around the classroom and the whole learning environment of the school. The key text/s being read that term are visible in the classroom and children can confidently talk about them. Book and audio tapes along with story props and puppets enhance the reading environment in the EYFS classroom.

## **7. The school library**

This provides reference and reading materials for children and teachers. We pride ourselves in being able to celebrate diversity with the wide range of texts we host in our library. We also firmly believe they are of a high quality which further engages and stimulates reading. Additionally, there are also a number of books to engage reluctant readers

## **8. Promoting reading**

A star reader from each class is celebrated in Gold Book assembly each term for exhibiting positive reading behaviours such as regularly sharing books at home, choosing to read during any “free time” in the school day, sharing their reading experience with others etc.

The summer reading challenge is promoted and celebrated each year.

Opportunities for promoting books with boys is constantly sought. These include encouraging Fathers / Grandfathers to come in and share books with boys and ordering boy friendly books from the Swindon and Wiltshire Library Resources. Boy friendly texts are also chosen in class by teachers to read as a class book or for writing activities.

## **Reading Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured yearly using the statutory assessments at the end of FS, Key Stage One and Two. In addition to this, phonics is tested at the end of Year 1 and children who do not pass are retested in Year 2. These results are measured against the reading attainment of children nationally. In year groups 1,3,4 and 5, teachers use their own assessment and the HeadStart tests to make a judgement regarding a child’s reading achievement.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.