



Swallowfield English: Reading

Three I Statement

English sits at the heart of our curriculum.

It is through language, story and text that children learn to form concepts, connect ideas and express themselves. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

Intent

(What we want to achieve)

The intent of the reading curriculum is to enable pupils to develop culturally, emotionally, intellectually, socially and spiritually and to develop their love of literature through widespread reading for enjoyment. Through our reading curriculum we equip pupils with the skills to acquire knowledge and to build on what they already know.

The aims of our Reading Curriculum are:

- To develop a life-long love of reading
- To read fluently and with understanding across a broad range of texts
- To use all the available clues in texts to search for meaning
- To recognise that makers of texts devise them for a variety of clear purposes
- To develop a range of reading strategies for individual texts, and across a range of texts
- To read for different purposes (e.g. for pleasure, to find information, to discover models for own writing, to explore the views and attitudes of others etc.)
- To make realistic predictions about texts and to check/amend those predictions depending on textual development
- To make progress as readers
- To be increasingly reflective on their reading development

Implementation

(How we are going to do it)

The Reading curriculum at Swallowfield is based upon the Statutory Framework for the Early Years Foundation Stage and the 2014 Primary National Curriculum in England. These documents provide a broad framework and outline the knowledge and skills taught in each Key Stage.

At Swallowfield, reading is taught using a variety of strategies and with a cross-curricular approach. These include:

Phonics

At Swallowfield we follow the Read Write Inc. phonics programme from Foundation Stage, through KS1 and into KS2 if appropriate. The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately, and language comprehension.

Speaking and Listening

Speaking and listening is an integral part of school life and is key to effective teaching and learning in all subjects. The ability to speak and listen is fundamental to pupils' language and social development.

Guided Reading

All children participate in guided reading sessions either individually, in small groups or as a whole class. High quality texts are also used across the curriculum as a stimulus in many lessons.

Independent Reading

The children also have the opportunity to select from a variety of books available in the classroom, in the school reference library and on the library bus. ERIC (Everyone Reading In Class) time is an important feature of the school day where all the children and adults read a book of their own choosing for a sustained period of time.

Paired Reading

Children will be encouraged to share their reading skills with other children in their own class and across other year groups. Paired reading and reading buddies are used to support the progress of children across all year groups including Busy Bees.

Reading at Home

Reading at home is a valuable part of the reading experience for our pupils. We encourage children to read at home regularly using resources such as Home School Library and our online reading resource Bug Club. We place a strong emphasis on parental support and involvement so that children recognise the importance placed on reading both at school and at home.

Impact **(Evaluation of success)**

We measure the impact of our Reading Curriculum using the Early Years Framework and National Curriculum objectives. Children are assessed through formal and informal teacher assessment against year group objectives and progress made is recorded and tracked half termly. Next steps are identified and shared with the children. These are also shared with parents at consultations and in end of year reports. Statutory assessments and moderations are also used as additional assessment tools.

Monitoring and Evaluation

The English provision is monitored by the subject leaders and SLT through learning walks, observations and book monitoring. Feedback and good practice is then shared with staff.

More Able

More able children will be provided with opportunities to extend their reading skills by exploring more challenging texts. Differentiation will enable more able learners to be challenged within the context of a lesson to ensure their full potential is reached. High quality reading material will be used and reading that exceeds expectations will be modelled throughout the school.

SEND

Children who are making less than expected progress with reading are quickly identified so that appropriate support can be put into place. Progress will be monitored carefully to measure the impact of the support or intervention program used. Where progress continues to be a concern, the SENDCO is consulted to plan further support (see also Special Educational Needs Policy).