



CURRICULUM STATEMENT

READING



INTENT

Reading is an essential life skill and a key that unlocks the imagination, giving pupils the ability to step into the wonderful world of stories. It provides the foundations for children to immerse themselves in a topic that interests them.

Reading is not just about books. It is also about accessing a wide range of text-based materials from our ever-changing digital world.

At Park View Community School, our reading curriculum strives to develop a lifelong love and enjoyment of reading. The teaching of reading is integral to a child's understanding and appreciation of the world around them. It is the key to academic success. We want all pupils to be able to:

- Read fluently, confidently and with understanding
- Find books interesting
- Read with enjoyment
- Evaluate and justify their preferences
- Read from a range of genres
- Retrieve information from a range of texts.

As pupils begin reading we intend for them to employ a full range of 'reading cues' – phonic, graphic, syntactic and contextual– to enable self-monitoring, self-correction and make sense of their own reading. Through their reading we want pupils to foster an interest in words and their meanings and to gain an appreciation of a wide range of texts. We intend this to develop an age-appropriate vocabulary through which pupils are able to discuss their reading and acquire knowledge and skills building on what they already know.

We intend for all pupils to develop socially, culturally, emotionally, intellectually and spiritually as they move through school. Therefore, we believe giving children opportunities to hear an adult read to them will develop their ability to comment on, and respond to, events and experiences. We also believe this provides opportunities to listen to a role model who has developed expression, phrasing, intonation and adds to the overall enjoyment in a story.



IMPLEMENTATION

The reading curriculum is delivered through a systematic approach. Pupils have opportunity for a wide range of daily reading including shared and guided reading, home reading, reading across the curriculum, independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers. All pupils have access to a high-quality reading environment in their classroom and school library.

The teaching of reading begins with a systematic phonics programme. This starts in Nursery, where pupils have 'Read Write Inc' lessons from the Summer term. The systematic teaching of phonics includes regular assessments. These formative assessments ensure that pupils are re- grouped according to the outcome of the assessment to ensure that they receive the specific teaching of phonics at the level they need. An intervention programme (Fast Track Tutoring)' is used where teaching gaps are identified and taught according to an individual's specific needs. This ensures all children make good progress.

When pupils are able to decode, read fluently, and understand texts confidently (this is usually during Year 2) then core reading and writing skills are taught via the Read Write Inc follow on programme called Literacy and Language. These lessons follow a structured format where pupils cover a range of genre and read texts that help them build on knowledge and skills already in place. Formative assessments are used termly from Year 2 – 6.



IMPLEMENTATION

Children read a wide range of books at Park View including books from the core reading schemes. Books are colour coded and closely matched to the pupils reading age and level and interest so pupils achieve high accuracy. Books are changed weekly and when pupils have progressed through the book bands they move on to 'free reads'. All children throughout the school also take home a book for pleasure.

Children are heard reading regularly in school by teachers and support staff. Parents are encouraged to read with their child for at least ten minutes each day and make a written comment in the school reading record diary to share how their child is reading and understanding. Parent workshops are held for parents to find out more about how to support their child with reading at home.

Reading activities take place daily. Younger pupils are heard reading 1:1 and in groups. Guided reading takes place in Years 2- 6 and from spring term in Year 1. In these sessions, the teacher guides the pupils in learning key skills of predicting, clarifying and questioning to show comprehension and summarising. This helps pupils learn new vocabulary and understand what they have read. Guided reading is planned weekly, meaning that pupils have a mixture of taught sessions, independent sessions and teacher-led, where a range of activities are planned to reinforce reading skills.

These may include:

- Comprehension activities based on a text
- Reading for pleasure
- Follow-up activities from a text
- ICT reading
- Inference activities
- Lexia reading programme.



IMPLEMENTATION

There are opportunities for wider reading across the curriculum. Shared reading provides a context for teacher modelling, teaching and applying reading skills.

Story time sessions are held daily in all classes from core stories and from a wide range of genre, so pupils develop a pleasure in reading. High quality reading environments in all classrooms ensure pupils access reading for pleasure. Park View also subscribe to 'Oxford reading online' where children are able to read a range of books online at their appropriate reading level.

Practices in EYFS

Children in EYFS engage in a range of areas as part of continuous provision, which allow them to develop an interest in books. These include

- High quality areas of learning across EYFS which have labels and signs to read
- Daily Read Write Inc lessons
- Daily story time sessions
- A literate environment which displays a range of texts

Pupil Progress including key learning groups (SEN/EAL/PP/disadvantaged children)

Pupils who are not making the required progress or meeting age related expectations are discussed at regular intervals at pupil progress meetings held by the school SENCO and Assessment lead. Pupils can be referred to the SENCO at any point if their attainment or progress is of concern. Interventions may be needed for children to help close the gap between their attainment and that of their peers. Interventions include:

- Additional guided reading lessons
- Extra support from a teaching assistant
- Additional Lexia sessions
- Additional RWI sessions
- Additional EAL support with specific lead TA
- Additional support for EAL new arrivals as needed
- RWI individual support 1:1 / tutoring.



IMPACT

Pupils make good progress from their own personal starting points. Through the teaching of systematic phonics our aim is for all pupils to become fluent and confident readers by the end of

KS1. By the time pupils leave Park View we aspire that most pupils are fluent, confident and competent readers, who can access a range of texts for pleasure and enjoyment. We hope they can recommend books to their peers, participate in discussions about books and can share preferences for books by particular authors that they have enjoyed. They can also read books to enhance their knowledge and understanding of all subjects in the curriculum and communicate their research to a wider audience.

Progress in reading is continually assessed by teachers and support staff during all reading activities and lessons. In addition to this, each term all year groups undertake a formative assessment, the results of which are used for future planning and to highlight any individual gaps in learning. Teachers use all assessments as an integral part of the teaching and learning process and use this information to identify the children's next steps. These are closely monitored for progress by leaders. Reading judgements are secured through the triangulation of test data, evidence from pupil voice and the curriculum.

Evidence for reading progress is gathered from English books, pupil voice, staff feedback and monitoring discussions, pupils reading journals, and guided reading sessions. Discussions tells us that pupils enjoy reading a range of texts and show that they are able to recall knowledge from previous years and build on skills. In KS1 listening to children read shows children are making progress in phonics. Furthermore, hearing children read shows reading books are matched to their ability and interest levels.

National standards for reading are reported for pupils at the end of Reception, Year 2 and Year 6 and for pupils in Year 1 who take the phonics screening check. Parents and carers also have the opportunity to discuss their child's progress each term. From this they will have a good knowledge of how they can support reading at home and know how their child is progressing.