

Reading Vision and Curriculum Overview

Intent

1. Aims and objectives

“Once you learn to read, you will be forever free.” Frederick Douglass

1.1 Reading opens up a world of possibilities and opportunities – it is the gateway to the curriculum and to the fulfilment of our children’s dreams and aspirations. We believe that through reading, our children will have the world with all of its joys, mysteries and challenges opened up to them. Through reading, our children can visit worlds real and imagined and experience what it is to walk in someone else’s shoes for a while as well as providing a mirror to their own cultures and customs.

We want our children to not only read for functionality, but to be life-long readers for pleasure. In order for this to be a reality, we want our children to be secure and confident readers, so that reading does not become an activity that is dreaded, but one that is longed for.

1.2 Our aims, in line with the National Curriculum for English, are that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, both for pleasure and for information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage

Implementation

2. Reading Curriculum Overview

2.1 Early Years

We recognise that the reading experience of the children is vital before they step foot into the school building. We are members of the Imagination Library programme in which all children up to the age of 5 receive a new book each month. We are also involved in the REAL project in which one of our experienced Early Years teachers visits the homes of children that will be joining our school and helps the parents to explore how to share books with their children and have discussions around them and environmental print.

In the Early Years, the children are immersed in the language of books and storytelling from their first day. As part of Phase 1 phonics, the children develop their phonological awareness and are encouraged to explore and play with language.

Children in Reception begin with a recap of Phase 1, to ensure that this is secure. In early autumn, they continue to build upon the listening activities and are introduced

to Phase 2. This marks the start of systematic phonic work and grapheme-phoneme correspondence is introduced. The process of segmenting and blending whole words and selecting letters to represent those phonemes is taught.

During this phase, the children are also introduced to reading and spelling common and tricky words. Phase 3 completes the teaching of the alphabet and then moves on to cover phonemes represented by more than one letter, learning one grapheme for each of the 44 phonemes. At this stage, just one spelling is given for each phoneme. The reading and spelling of high frequency and tricky words continues to be taught.

Guided Reading takes the form of shared reads in the Nursery with 1 adult and 2 children. The children develop their knowledge of the concepts of print. From the start of Reception, the children have weekly guided reading sessions with 1 adult and 4 children. These sessions are specifically planned to meet the needs of each individual child and where they are in their reading development. This gives them the opportunity to apply the skills taught in phonics.

2.2 Key Stage 1

In Key Stage 1, children continue with the development of their phonological awareness and knowledge started in the Early Years.

The children participate in small group guided reading sessions initially with books matched to the phases they are exploring in phonics. Children then graduate onto reading books grouped by coloured bands. There is an emphasis on ensuring that the children are fluent readers and as the children read regularly to teaching staff and regular assessment takes place, targeted interventions are quickly put in place for children who are in danger of falling behind.

Children have 'ERIC' time daily (Everyone Reads in Class) and the children are able to choose their books from a varied selection in their classroom. This consists of fiction, non-fiction books as well as poetry.

The children are read to several times a day and so are immersed in an environment where high-quality books are shared and enjoyed.

Children in Key Stage 1 are 'buddied up' with children higher up in the school to share reading across the school community.

In Year 2, the children are prepared for the end of Year 2 national assessments.

2.3 Key Stage 2

In Key Stage 2, the children continue to develop their reading skills in small group guided reading sessions where they explore a rich and diverse array of full texts and extracts and continue to learn the skills which will enable them to become expert readers. As they move through the classes, they explore a greater number of reading skills to ensure that the children are able to practise and embed foundational skills before moving on with their learning.

Children that are not reading at age-expected levels are given support so that they can accelerate their learning and reach their full potential.

As in Key Stage 1, the children in Key Stage 2 are read to daily - the text being either fiction or non-fiction. Poems are also shared with the children daily as part of our commitment to continuing immersing children in the fun and playfulness of language. Children also have a daily session of ERIC time when they are able to have an uninterrupted time to read and enjoy a book of their choosing.

The children are able to have an input into the texts which form the class reads and also the texts that are studied as part of the writing curriculum. This element of choice and ownership over their learning helps to keep the children engaged and motivated.