



Subject on a page – Reading

Intent Statement

Our reading curriculum aims to not only develop children as confident readers, but to instil a lifelong love of reading that impacts on all other areas of learning and improves overall life chances. We believe that reading does so much! Through reading we want our children to learn about people, places and events outside their own experience. To develop empathy, kindness and to value difference. By using high quality texts, we aim to contribute significantly to closing the vocabulary gap that exists for most of our children when they enter our school. Our intention is that our reading curriculum will lead to more highly-developed language skills and that this in turn will improve the children's ability to write well.

Implementation: Curriculum links

Reading is the "golden thread" in our curriculum and is used to drive learning in all subjects.

Implementation: Resources

We have a large library, full of books across a wide range of genres and including many diverse authors. All children can access books from the library and are encouraged to read challenging books as well as books matched to their current reading ability to develop their sense of identity as a reader. We also have a mobile library that the children access during breaks and lunchtimes and each class has a book corner filled with high quality texts. We have created reading spines for each topic in each year group and these are used within lessons and for children to access independently to strengthen their background knowledge of their topic. This includes a selection of novels for teachers to pick from to study during whole class reading lessons. In addition, we have created a reading spine of suggested poetry for each topic for each year group. EPIC on iPads provides a wide variety of reading materials that the children can access from home or at school The Sounds write initial code app on the iPads provides extra practice and embeds learning for children in EYFS as they build their phonics skills.

Implementation: Teaching and Learning approach

Throughout school, teachers plan a sequence of lessons using a high-quality, challenging text or novels as the main focus of the lessons. Non-fiction texts will be interleaved within this, along with poetry, to ensure broad coverage. Rigorous and explicit instruction in the key reading strategies is provided through whole-class reading sessions, where group and paired discussion is encouraged and facilitated by the teacher. Teachers model the meta-cognitive processes involved in comprehension and plan opportunities and activities in their lessons for children to practise these strategies. The Read Aloud – the teacher reads the passage modelling expert prosody The Read Along – children take it in turns to read parts of the passage Accountable Independent Reading – children read the passage independently and evidence their understanding in a 'Checking for Understanding' activity. Fluency Activities – children practise reading aloud a passage until they have reached fluency. In addition, children have at least 10 minutes of story time with their teacher every day and 20 minutes of reading for pleasure time where they can read a book of their own choice and engage in high quality book talk with their peers and their teacher and share their excitement about reading. All children take 2 books home – one in line with their reading ability and one of their own choice. Reading is celebrated in star of the week assembly, where children are given certificates for the following categories: Adventurous reader, Avid reader, Gritty reader, Improved reader, Storyteller and Encouraging reader. Whole school reading events are carried out regularly throughout the year which promote reading for pleasure across school and across the wider community. Our 'Rock and Read' programme is embedded throughout school and sets the expectation that all children read every day at home. This is monitored closely by all staff and the children receive rewards, prizes and special visits to the head teacher as their number of reads increases.

Implementation: Feedback

'Check for understanding' tasks are marked using a pink or blue highlighter, in line with the schools assessment policy. Regular discussions about the text occur between the class teacher and pupils throughout lesson time. Pupils know what colour book band they are on. Children get the opportunity to listen to themselves reading aloud using iPads, reflect on how their prosody could be improved and can also receive peer feedback.

Impact: Evidencing

Check for understanding and follow-on tasks are carried out during lessons. These are evidenced in the child's topic book, on Showbie or in the case of EYFS, in the class book. This could take the form of questions answered on the text, or a mind-map, or a character profile for example. Children record reading out loud with fluency during reading lessons and this is put onto Showbie

Implementation: How groups are supported

(SEND, GDS, PP, disadvantaged, EAL)

In print is used with EAL and SEND learners to support comprehension. Children work in mixed ability pairings to develop fluency. Additional phonics boosters and Precision Teach is used for SEND and EAL learners. Children's individual reading books are carefully matched to their reading ability. The diversity of our community is reflected in our reading materials. iPads are used in a variety of ways to make adaptations for learning

Impact: Assessment

Children complete assessments three times a year using standardised assessment materials. Pupil dialogue is used to ascertain pupil's engagement with a text. Teacher assessment and AFL strategies are used throughout the year to track the progress and attainment and of all children in order to intervene strategically where necessary.

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and Showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with the Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)