

READING CURRICULUM STATEMENT

Intent: what we are trying to achieve with our curriculum

Word reading	Comprehension	Attitude to reading
Children will:		
<p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read common exception words on sight.</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge.</p> <p>Reread books to build up their fluency and confidence in word</p>	<p>Understand and discuss both what they read and what is read to them by predicting, summarising, inferring and asking and answering questions.</p> <p>Become familiar with key stories, fairy stories and traditional tales.</p> <p>Learn to appreciate rhymes and poems, and recite some by heart</p>	<p>Develop positive attitudes and stamina towards reading.</p> <p>Value reading as both a pleasurable activity and one which enables them to acquire new knowledge.</p> <p>Enjoy sharing books with others.</p>

Implementation: how we deliver our curriculum

The reading environment:

- each class has an inviting reading area with age appropriate reading resources
- topic related reading materials are used in lessons as well as being available as part of the continuous provision in classroom areas
- children visit the school library weekly
- reading material is available for children to enjoy during outdoor play

The reading curriculum:

- children progress systematically through our phonics programme
- phonics lessons are rigorous and cover all elements of early reading development (letter recognition, blending, keyword recall, caption and sentence reading)
- reading lessons develop children's reading fluency and comprehension skills
- 'comprehension characters' are used across school to teach the four comprehension skills as listed in the National Curriculum: prediction, questioning, clarifying and summarising
- staff read to children during a daily 'story time' session
- children take home reading books matched to their phonics and once secure, move onto levelled reading books from the following reading schemes: Oxford Reading Tree, Collins and Pearson. Children are also given a username and password to access Bug Club, an online reading scheme.
- themed days and events are planned to celebrate books and reading, e.g. World Book Day, author visits, book fairs, book club savings scheme
- after school clubs include, 'Phonics Club', 'Reading Club', 'Story Club' and 'Poetry and Rhyme Club'.

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Teaching groups:

- children are taught in streamed ability classes and groups for phonics and reading
- teaching assistants support individual children and small groups, under the guidance of the class teacher
- the impact of additional support is measured and reviewed at the end of each half term

Parents/carers as partners:

- we invite parents/carers into school to attend phonics and reading workshops to learn about the teaching of reading and how they can support their child's reading development
- children take home a reading book matched to their phonics/reading level and a 'free choice' library book to share with parents/carers
- children can access the Bug Club online reading platform at home
- we ask parents/carers to read with their child at least four times each week
- reading targets are shared with parents/carers at termly progress meetings