

Curriculum Statement for Literacy - Reading

Intent

At Milton Ernest C of E Primary School reading is seen as a life skill and the key to academic success. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to decode, comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts.

Implementation

We will provide:

In Reception and KS1:

- Daily phonics sessions using the Read Write Inc phonic scheme
- Flash card phonic sounds throughout the day
- Lessons for developing decoding including tackling poly syllabic words, suffixes and sight vocabulary
- A structured comprehension programme (Read Write Inc)
- Opportunity to read regularly and apply skills during Read Write Inc
- Half termly phonics assessments for reception and year 1 to monitor progress and support planning
- Termly reading assessment by teachers to track pupil progress and plan learning
- Intervention sessions for pupil's who need support to develop phonic and reading skills
- A structured reading scheme for home reading that supports the Read Write Inc being taught in school.
- Additional reading schemes and texts for home learning for enrichment
- Phonics book for children in reception and year 1 to support phonics at home.
- A wide variety of texts available in the class for children to access – These include a fiction area, non-fiction area and a topic area
- A library card for pupils to use fortnightly on the library bus
- An outside reading area during play and lunch
- Annual Book Day and Book Fair
- Monitoring of reading records to promote reading at home with rewards through school rewards system
- Annual Read Write Inc training sessions for parents

In KS2

- A comprehension programme using Literacy Shed VIPERS method
- Opportunity to read regularly
- Termly reading assessment by teachers to track pupil progress and plan learning
- Intervention sessions for pupil's who need support to develop phonic and reading skills
- A wide variety of texts available in the class for children to access – These include a fiction area, non-fiction area and a topic area
- A library card for pupils to use fortnightly on the library bus
- A library/classroom book to take home and enjoy weekly
- Monitoring of reading records to promote reading at home with rewards through school rewards system
- An outside reading area during play and lunch
- Annual Book Day and Book Fair

Impact

It is our intention that:

- Pupils will enjoy reading across a range of genres
- Pupils will be immersed and engaged in quality age related literature to ensure enjoyment and a love of books during story time
- All pupils will have access to a range of texts across a range of genres to fulfil all needs, wants and interests for own reading
- Pupils of all abilities will be able to make progress and succeed in all reading lessons
- Pupils will be confident with the sounds that make up words and can use these to decode text
- Pupils will develop sight vocabulary to support their reading fluency
- Pupils will develop reading and decoding fluency at all stages
- Pupils receiving intervention will make progress
- Pupils will develop their comprehension and be able to answer a range of questions with evidence and detail
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading at home
- All pupils will pass the phonic screening test at year 1 and consistently make progress on Read Write Inc assessments
- End of KS1 and KS2 assessments will be at least in line with national averages
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages