



CURRICULUM INTENT

Reading is at the heart of our curriculum. We believe that the way children are taught to read is crucial to their success in learning to read.

As a school we aim to create and maintain a stimulating environment for children to experience and explore reading with increasing confidence and enjoyment to promote lifelong reading. We strive to provide a varied library and maintain reading as a valued, high profile activity, which forms a basis for the whole of the curriculum.

CURRICULUM IMPLEMENTATION

- We aim to foster a love of reading from an early age, through regular reading to and with the children.
- In EYFS phonics is structured throughout the year which is built on term by term. Opportunities to revisit certain sets are set out over the year.
- In KS1 pupils continue with phonics and also complete daily group or whole class guided reading sessions which are structured around VIPERS skills.
- In KS2 pupils carry out whole class guided reading sessions with texts which are structured around VIPERS skills.
- By the time children leave Year 6 they will have covered a wide genre of texts and styles which will foster their love for reading.
- Links with other areas of the curriculum are made during guided reading to involve texts and vocabulary to provide more meaningful, cross-curricular learning.
- Where necessary, children will have specific reading interventions, in addition to main class teaching.
- Reading and books are regularly promoted through events such as World Book Day, visits from the library van, topic boxes and book fairs.
- The school library is very well-stocked with a wide range of high-quality fiction and non-fiction. The Library contains a specific area for upper KS2, to provide appropriately challenging texts for this age group. Year 6 Librarians assist staff with managing the School Library along with other tasks.

ASSESSMENT Through the explicit teaching of reading skills, teachers and pupils assess their learning continuously. These formative assessments, combined with a regular system of summative assessments (PIRA) enable teachers to make informed judgements about the depth of pupils' learning and the progress they have made over time.

CURRICULUM IMPACT

- Confident children who can talk about what they have read and enjoyed.
- Children who are enjoying their learning in reading sessions, and who are reading fluently; with expression, rhythm and comprehension.
- Progression and depth of understanding and application in a range of reading skills (VIPERS).
- Children who are ready for their next step in education, and who are growing up with a lifelong love of reading.