

## Curriculum Statement for Reading



## Belonging, Being, Becoming

**Our principle aims, following the National Curriculum in England for art and design are for pupils to:**

- Put Reading at the heart of our curriculum
- For all children to appreciate our rich and varied literary heritage Inspire our pupils to develop an ethos of 'reading for pleasure'
- Provide children with the opportunity to discuss and understand what they have read and to apply that understanding. They should be able to elaborate and explain clearly their understanding and ideas

The core of our Reading curriculum is the National Curriculum for England which is supported by Jolly Phonics.

Jolly Phonics is a systematic, synthetic phonics scheme that is validated by the Department for Education to ensure that children are able to learn the phonics code required for them to become fluent, confident readers. Once children have completed the programme, the Reading curriculum is taught using our own high-quality texts. A variety of approaches to support the delivery of the Reading curriculum was developed by the subject leader and school improvement advisor. The subject leader provides regular professional

development to teaching and support staff. Texts have been chosen to give children a broad diet of genres, authors and cultural capital.



**The curriculum has been specifically sequenced in a logical progression** to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End

points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

**Every year group has a curriculum map** that outlines the key areas of Reading which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each key area.



**Detailed medium-term planning** supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new substantive concepts. Within this document, key objectives, success criteria and vocabulary are outlined as well as pictorial examples of the learning to take place using our whole school approach RAINBOW READERS. Progression documents used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum that builds on prior learning.

**All children have access to a high-quality, ambitious** Reading curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

The Reading National Curriculum outlines the two dimensions of Reading at primary school to:

- Word Reading
- Comprehension

At Sir Alexander Fleming we place word reading at the forefront of our Early Years Curriculum through the introduction of phonemes and graphemes. As children progress into Key Stage 1 and their word reading develops, we begin

focusing on comprehension through targeted questioning and a programme of learning (Jolly Phonics). Whilst children are continually supported to develop their word reading, our focus in Key Stage 2 turns to comprehension through our RAINBOW READERS approach. These focus on the reading domains that are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, RAINBOW READERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Reading is taught five days a week. This includes:

- Two lessons that focus on developing a particular domain
- Two lessons which focus on a variety of question types
- One lesson which is a 'deep read' lesson.

This enables students to focus on deepening their understanding of specific areas

- One lesson which develops children's comprehension of decontextualised texts
- One lesson which is classroom reading and an opportunity for adults to listen to children read in the classroom on a 1 to 1 basis

Throughout the teaching process, our aim is to make sure that all children enjoy reading and find the process enjoyable, read a wide range of high-quality texts and understand what makes it high quality and become aware of the key features of the genres and text types that they are being introduced to.

The overall process allows them to draw from the texts chosen and create a bank of vocabulary, language patterns and literary structure to develop their understanding of future texts. Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so they can apply them fluently.

**At Sir Alexander Fleming, we have five curriculum drivers** that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



**Inclusion** – All pupils participate in art and design. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Jolly Phonics is used within EYFS and KS1 and all pupils are taught in the correct stage to meet their individual needs. Inclusion is also supported through targeted teaching groups such as toe-by-toe, phonics intervention groups with targeted children in LKS2 for those that have not fully developed their phonic knowledge by Key Stage 2.

**Wellbeing** - We place emphasis on a curriculum that develops the whole child. Through our core values we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In reading this is the opportunity to discuss books they enjoy and share their reasons for this to their peers. It is also the freedom to choose books that they love through class reading areas. In addition, the books that are used across our reading lessons encourage empathy and consideration of moral and ethical issues, often thinking from a characters' point of view and exploring issue of self-esteem and wellbeing in a safe and secure environment.

**Oracy** – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In reading oracy is developed through discussion of books they have read (in evaluation) as well as having opportunities to discuss what they have understood about text and how that understanding can be developed further. In addition, termly poetry units encourage children to perform to an audience. This is also incorporated into annual performances to parents which take place in each phase.

**Enrichment** – A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In reading enrichment includes regular 'Virtual Visits' with authors, whole-school approach to World Book Day and assemblies dedicated to reading and sharing the success of our readers.

**Physical activity** – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a



positive association between being active and higher levels of mental wellbeing, individual development and community development. At Sir Alexander Fleming we build physical activity into reading by incorporating drama and role play into the curriculum where appropriate. Children are also encouraged to move around the classroom during certain lessons to share resources and join in with flexible learning groups. As part of our termly poetry work, we also look at ways to perform poetry which can include actions and movement.

**The EYFS curriculum** includes rich opportunities for children to listen to stories and join in with their favourite books. It also allows time for children to open books and explore reading creatively. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their reading understanding both inside and outside.

As **pupils move through KS1**, staff are trained to deliver high-quality teaching throughout the Jolly Phonics programme. Weekly professional development is given to all reading group leaders to ensure the standard of teaching is allowing children to develop their skills and understanding effectively.

As children **transition into Key Stage 2**, children are taught using the RAINBOW READERS model and each strand is taught progressively using the whole-school progression document. A consistent approach is used systematically throughout the whole of Key Stage Two to ensure children are taught to develop their skills and understanding effectively.

**Assessment** is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work.

At all stages, reading attainment is assessed to ensure that gaps are addressed quickly and effectively so that pupils' progress is accelerated. Early readers are taught by skilled teaching staff through the Jolly Phonics programme, ensuring that their reading books match their current phonetic understanding.

Continuous assessment takes place to ensure that pupils have embedded new knowledge and understanding to inform the teaching sequence and groupings or the need for tutoring. There is a sharp focus on ensuring pupils gain fluency and phonic knowledge alongside language comprehension as per our progression map.

Reading ages are recorded across the school which informs our intervention. Children who struggle with reading due to word reading are listened to a minimum of two times per week to bridge the gap. We also use termly comprehension assessments to help inform teacher assessment and enable staff to identify areas of focus in subsequent teaching.

The impact of our reading curriculum is that:

- Pupils of all abilities succeed because they are given opportunities to read widely and often
- Pupils use phonetic knowledge to decode words ]• Fluent readers can access all curriculum areas
- Pupils have developed an understanding, awareness, and a variety of opinions of a range of authors, genres and texts
- Pupils are able to, and prepared to read any subject in their educational journey