

Pollington-Balne C of E Primary School Curriculum Statement

Reading

‘Reading is to the mind what exercise is to the body.’

Richard Steele

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The schools’ senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching.	Our typical teaching sequence will be: • Vocabulary • Inference • Prediction • Explanation • Retrieval • Sequencing (KS1) / Summarising (KS2) • Reading comprehension • Reading for pleasure • Whole class reading • Paired Reading • Reading across the curriculum • Reading speed/ fluency Domains POS Question stems	Pupil Voice will show: • A developed ability to use phonic knowledge at their stage of development to decode and blend for reading • A secure understanding of the key techniques and methods for each key area of the programme • A love of reading • The ability to discuss a range of books.
The curriculum leader will: • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in ‘knowing more and remembering more’	Our classrooms will: • Provide appropriate quality texts for each area of the curriculum. • Have developed learning walls which include appropriate responses and materials to both scaffold and extend learning • Deploy appropriately challenging selections of texts, both non-fiction and fiction,	Displays around school and books will show: • Pupils have had opportunities for practice and refinement of skills. • A consistent approach to the delivery of whole class reading approach for pupils once they have completed the school’s phonics programme, and use this familiar structure to

phonic knowledge and develops them as readers and writers. • Aim for children to become fluent readers by the end of Key Stage One so children can focus on developing their fluency and comprehension as they move through the school. • Ensure an appropriate progression of reading skills and knowledge is in place over time so that pupils are supported to be the best readers they can be, and challenge teachers to support struggling readers and extend more competent ones. • Provide regular training for all staff which addresses elements for development identified through rigorous monitoring. • Demonstrate a love of learning, books and reading. Assessment • Ensure that reading speeds are checked fortnightly Y2 to Y6. • Ensure that NFER tests are completed termly and that question level analysis is completed. • Ensure that teachers use the question level analysis (including for groups) to inform their planning. Reading for Pleasure • Encourage staff to read novels and poetry to pupils outside the curriculum. • Ensure that displays around school promote reading for pleasure and demonstrate that children read widely.	accessible throughout learning to both scaffold and extend learning as needed. • Children able to read at speed for purpose. • Lessons which are tailored to the needs of the class and groups. • A wide range of texts accessible to pupils • Pupils who can talk about texts and authors that they like and dislike giving informed reasons for their opinions. • Pupils who can compare texts. • Pupil recommendations of texts.	support children, ensuring all children are 'keeping up' rather than 'catching up'. • Clear differentiation of support ensuring every child's specific needs are targeted and addressed • That pupils, over time, evidence they have embedded and subsequently built on the early phonic skills in order to continue to develop as a reader. • That there is evidence of measurable progress over time for all pupils. • Staff can identify and remedy areas of weakness ensuring progress. • There is a growing culture of a love for reading in school.
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The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Plan carefully structured learning to ensure they meet the needs of all pupils in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching • Attend all relevant training to ensure that they continually strive to deliver the very best phonics teaching • Demonstrate a love of reading. Assessment • Check reading speeds fortnightly Y2 to Y6. • Complete NFER tests are termly and along with question level analysis. • Use the question level analysis (including for groups) to inform their planning. Reading for Pleasure • Read novels and poetry to pupils outside the curriculum. • Ensure that displays around the classroom promote reading for pleasure and demonstrate that children read widely.	Our children will be: • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a reader because they know how to be successful. • Safe and happy in reading lessons which give them opportunities to explore their own reading and writing skills development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses reading skills and knowledge • Develop reading skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. • Enthusiastic readers with a knowledge of a wide range of authors past and present. • Able to talk about texts confidently and recommend to others.	The curriculum leader will: • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels including Question Level Analysis. • Ensure assessment is completed accurately to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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