

Reading Curriculum Statement

Intent, Implementation and Impact



Reading lies at the heart of the curriculum here at Danesfield. We recognise the importance of nurturing a culture where children take pride in what, and how often, they are reading, and we are dedicated to inspiring the children with a range of texts, in order to cultivate life-long readers. 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 through the knowledge they gain from texts. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we have a proactive a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school. By the end of their time at Danesfield, all children should be able to read fluently, and with confidence, which will enable their access to any subject in their forthcoming secondary education.

More specifically, we **intend** to:

- Teach with the understanding that the two main aims of the National Curriculum for reading: fluency and comprehension, are highly connected and interdependent
- Inspire children to read frequently by introducing them to interesting and enjoyable texts through structured English units, but also with regular reading competitions and dedicated free reading time
- Using the Big Cat colour-coded reading scheme to ensure that children have access to books that are of the right individual level of challenge, and motivate children to want to 'move up' levels
- Make real life, cross-curricular links in the books chosen for English units, to give children a holistic experience where they can apply what they have read to various music, art, history lessons etc
- Enhance teacher tool-kits and knowledge through regular training and peer-observation

Danesfield teaches phonics and reading skills discretely as whole class lessons, as well as embedded in to their English lessons. Within lessons, teachers and teaching assistants target support where it is needed to ensure that all children are able to achieve at an age-related level wherever possible. Children working at a greater depth are also given opportunities to demonstrate and nurture this understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts. We **implement** our intentions by:

- In KS1, every class has dedicated Phonics or Guided Reading time each morning, where decoding skills for fluency and comprehension skills in reading are taught discretely, separately to the English lesson
- In KS2, every class has dedicated Guided Reading time each morning, where reading skills are taught alongside the reading of a class book, which is separate to the English lesson
- In KS1, children are streamed for their phonics and reading work, to ensure that all children reach an age-appropriate level of fluency in their reading. In KS2, our Guided Reading is whole-class to promote a growth mindset towards reading and to minimise the gap between vulnerable groups of children
- Teachers are encouraged to read aloud to the class often, to model expression and a love of reading
- Children have Magpie books or walls in each classroom, so they are able to capture any vocabulary that they come across when reading, that they may want to use later in their writing or orally

- Teachers regularly hear all children read 1:1, so that they can motivate children to read and 'move up' the reading scheme, and ensure that they are accessing books with the correct level of challenge
- Teachers use periodic, formative assessments to discern any gaps in understanding in the comprehension of age-suitable texts, and teach to those gaps, addressed both in whole-class teaching and smaller intervention groups
- The subject leaders having a thorough understanding of the pedagogy, current research and content of Reading teaching across the school and use this knowledge to develop coaching relationships with teachers and teaching assistants

By teaching Reading as we do, we believe we are achieving the best possible outcomes for all children. The **impact** of our teaching is evident in different ways.

- Pupils will enjoy reading across a range of genres and have a good knowledge of a range of authors
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- 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, and contribute regularly to home-school records
- There will be no significant gaps in the progress of different groups of pupils
- Class teachers will address any gaps and misconceptions through formative assessment (regularly hearing the children read, Guided Reading lessons and activities) and summative assessments (these are carried out termly using PiXL. The question level analysis (QLA) gives teachers meaningful, useful insights with teaching materials matched to the gaps identified)
- We moderate within year groups and the subject leader holds 1-to-1 meetings with teachers to support their judgments. This enables the subject leader to take deliberate action to improve the effectiveness of the reading curriculum
- EYFS, end of KS1 and end of KS2 data will continue to show that children at Danesfield perform particularly well in Reading, significantly higher than the national and local averages

This intent-implementation-impact statement is a working document, one which is reviewed and adapted and reflects teaching improvement as an ongoing process.