

Curriculum Intent Statement

Reading
at
St Paul's Peel CE Primary School



To develop our children as readers we;

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry and the use online reading- bug club.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text

Intent

“There is no such thing as a child who hates to read; there are only children who have not found the right book.” – Frank Serafini

At St Paul's Peel CE Primary School, we intend to help children find the right book. Developing a love of reading is at the core of our English curriculum and we believe it should be a priority to give children the tools and skills they need to fully access the worlds contained within books. Opportunities to read for pleasure, learning and inspiration are embedded across our curriculum and school day. In 2022, St Paul's Peel CE Primary School joined The Arch English Hub to develop our phonics curriculum in school. In 2023, we were part of the Libraries for Primaries project to further enhance our reading provision across school.

Implement

At the very start of children's reading journey, we use the Read, Write, Inc phonic scheme to help children develop a range of reading strategies to aid them in decoding and understanding what they have read. IN EYFS and KS1, the 'reading bug' is sent home each week with a child in class to promote the importance of reading with children at home and give families the opportunity to choose from a selection of books to share together. Our number staged reading scheme in KS2 supports children's progress, self-esteem and self-image as a reader in KS2. As children move further on in their reading journey, they are encouraged to choose books based on their own preference. Reading displays within classes provide inspiration of what book they might enjoy next based on previous likes and dislikes.

A range of interventions are used to support children in attaining their reading potential when needed. A dedicated phonics teacher works across EYFS and Key Stage 1 to target individual pupils, Catch-up Literacy and Reading between the lines inference resources are used to aid children on their quest to becoming proficient, passionate and life-long readers. Special Guardianship and Cared for Children funding are used to enhance reading opportunities for more vulnerable children through the Letterbox Club which provides children with their own colourful parcel of books, math games, stationery and other high-quality materials once every month for six

months.

Reading Plus is used daily by children in UKS2 to ensure that they support older pupils to catch up with their reading knowledge quickly so that they can learn well. This program supports pupils to increase their fluency, comprehension and motivation, whilst also developing their reading preferences by giving them opportunity to engage with a wide range of texts.

Our English curriculum is rooted in high-quality, engaging whole texts (book-based approach). These plans enhance other curriculum areas in school by ensuring that reading is a golden thread throughout our whole curriculum. This approach supports our pupils when moving into writing as they 'see themselves as authors' like those modelled and read. This curriculum approach gives the opportunity for children to engage with a range of books which span different authors, genres, cultures and time periods in literature.

Reading for pleasure is built into our day by providing a daily twenty-minute story time in every class. The intention being that all children, regardless of attainment level, can be immersed in the same high-quality literature and the book talk that these texts promote.

In EYFS and Key Stage 1 texts are selected by pupils from two choices each day, using a voting station within the classroom. Pupils also enjoy rhymes, poems and songs to encourage a strong emotional connection to language from an early age. When reading aloud, staff model intonation, volume and expression with the expected impact that children become confident, fluent and expressive readers. In reading lessons, a wide range of vocabulary can be heard in context and teachers can pitch their questioning appropriately insisting on high quality responses with evidenced based explanations. Within these lessons, tasks that enable children to dive deeper into the meaning of the text, discuss the choices authors have made, make predictions or share their opinions and preferences are recorded through the use of a reading journal.

Our SLA with Salford Libraries service means books in classrooms are updated each half term, and the interests of changing cohorts can be catered for. Each classroom has a reading area. Books are displayed in an inviting way and pupils can choose from these freely, without limitations by narrow level or colour banding which can limit children. Bookcases have a wealth of reading material including, picture books, page-turners (long and short), poetry and graphic novels in Key Stage 2. Books and other material to support the wider curriculum are displayed in topic boxes within reading areas and author boxes allow children to engage with a range of titles or further books in a series, from an author they like.

Impact

The impact of this reading curriculum is that children will be literate, their lives will be enriched and they will be inspired to further explore the world of books and the creative and informative opportunities that this offers.

Each child's reading age and comprehension age are assessed through the use of the new Salford Reading test at the start of each term to inform their reading journey. Summative assessments are completed at the end of each term (NTS Reading) to inform pupil progress. Tracking of reading attainment within school highlights trends within reading for individual children, pupil groups and cohorts in school enabling curriculum planning and leadership to be purposeful and responsive to the specific needs of those it supports and teaches.