

INTENT	IMPLEMENTATION	IMPACT
<p><u>Intention 1:</u> To build a READING curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more.</p> <p>To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach and exceed their potential at Bushbury Hill Primary School and beyond.</p>	<p>National Curriculum Programmes of Study and Scheme of Work</p> <ul style="list-style-type: none"> • English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. • Reading is planned in accordance with the Learning Challenge Topic for the half term. Links to the Geography/History/SEAL topic are linked, where possible. • Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. 	<p>Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment of from their starting point in Nursery.</p> <p>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more</p>

<p><u>Intention 2:</u> To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more.</p> <p>To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.</p>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> • The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1. • Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. • Intervention is planned for those children who are working below expected levels. • Read, Write Inc. is used as the spine for delivery of the phonics sessions. RWI is visual, aural and kinaesthetic thus increasing the likelihood of rapid progress. • Pupils will be given Reading books which closely match the phase of phonics that they are currently working within. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Reading forms the core of our curriculum. All children read and are read to so that they develop a love of Reading. In KS1, books are selected by teachers with the knowledge of how they link to other areas of the curriculum. • Reading Scheme – school uses a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres. The schemes incorporated into our reading provision include: Oxford Reading Tree, Project X, ????. All books are Book Banded in order to ensure progression and challenge for all children. • Classic Texts – all children will have access to classic texts, either read to them in all year groups, or as a home reading book. This may include traditional fairy 	<p>Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment of from their starting point in Nursery.</p> <p>Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more in all areas of their learning. This will support their learning and ultimately embed confidence in their ability to read.</p>
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tales / rhymes in EYFS and KS1 to established classic novels in KS2.

- All children from Year 3 complete the NGRT reading test assessment to ensure they read appropriately challenging books. This is regularly checked termly and Reading books bands are changed accordingly.
- **Individual Reading** – all children in Foundation Stage read individually to a trained adult (LLPL) each week. Throughout school a minority of children will read 1 to 1 with an adult as a form of intervention. Our trained LLPLs are encouraged to focus predominantly on the children who have a standardised score of less than 100, at least 4 times a week. Teachers listen to children read (1:1) throughout the week, but mostly during guided reading sessions.
- **Home Reading** – all children are expected to read at home and take home 'home' reading books. All children in EYFS and Year 1 take home 2 reading books, Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment of from their starting point in Nursery. Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more. **'Working and growing together'** a familiar read and a new read both of which are phonetically plausible. Children in Year 2 who did not pass Phonics Screening in Year 1 take home 2 reading books, a familiar read and a new read. Children in KS2 who did not pass Phonics Screening in Year 2 take home 2 reading books, a familiar read and a new read.
- **Guided Reading** – all children from Year 3 take part in daily Guided Reading. Guided Reading Sessions, which run x3/4 sessions per week, are planned by all teachers to teach a range of skills (VIPERS) and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors.

Year 1 have 1 lesson of comprehension a week and Year 2 have 2/3 lessons of comprehension a week.

- **Reading Areas** all classrooms have class reading areas with subject specific books and other age-appropriate reading for pleasure books. All classrooms have access to themed mental well-being books outside the classroom (BeeHive)
- **Library** - All children visit the school's Lending Library each week and choose a book to read at home for pleasure. Our KS1 and KS2 libraries have subject specific books, organised in terms, where children are encouraged to collect these specific books to aid the learning of their topic.

Visiting the library – Each year, all children from Reception to Year 6 will visit our local library (Low Hill). As a school, we are reminding the children of the reading available in the local area.

Librarians – Our Year 6 librarians work tirelessly to organise and maintain our school's books, as well as supporting and guiding younger children to the books they need. They strive to educate the younger children in the correct use of the library and its resources. Our librarians also support the development of younger readers in Reception, Year 1 and Year 2 throughout the week.

- **Purple Mash** - All children have access to Purple Mash, which is an online learning resource. Teachers can set comprehension linked to topic, or fiction-based texts for home learning.