

Reading in our schools

Curriculum Drivers

Ambitious: We aim for children to develop a love of reading and be able to apply this in everyday life with growing independence. We want all children to be ambitious and have the desire to challenge themselves to achieve highly. We offer a wide variety of texts and allow the children to choose these for themselves.

Inclusive: We want every child to guide their own reading journey. We have a wide variety of texts accessible to the children which allow them to choose the appropriate level of challenge whilst also engaging in texts they are interested in to develop a love of reading. All children are given support and challenge to allow them to gain the foundations needed for reading in their early phonics lessons.

Knowledge Rich: Our Phonics scheme is Supersonic Phonic Friends, and we use this to provide a consistent approach to phonics teaching to ensure children are familiar with the routines and can focus on embedding the new knowledge. We support this with the use of Ready Steady Write, to allow for high quality teaching of vocabulary and oracy which further supports children to gain the knowledge they need to become skilled readers.

Fluent: We are committed to giving the children the opportunity to gain reading fluency (read with speed), through regular application of skills such as adding expression and understanding what is being read. We encourage children to re-read texts to build their confidence in word reading, their fluency, their understanding and enjoyment.

Sequencing of content

Our curriculum is informed by the requirements of the National Curriculum, as well as the SSPF Phonics scheme. Our English lessons offer a variety of texts which increase in complexity as children move through the school. Children in the EYFS and Year 1 move through our SSP at pace, where the GPCs are sequenced to build fluency in decoding quickly. Spelling rules are taught in Year 2 by a well-planned sequence that builds on prior phonics knowledge. This ensures that the spelling content of the NC is covered efficiently.

Diversity

In our schools, we use Ready Steady Write to expose children to a wide variety of texts. We are conscious to choose texts which reflect our children's reality but also allow them exposure to a wider world. We cover a variety of genres to support this and ensure that all of our learners have access to texts of each genre including our children with SEN needs or with English as an additional language.

Big Ideas:

Vocabulary — we know our children have varying levels of vocabulary and aim to support all in developing this across the curriculum.

Fluency — we support all children to develop confidence and improve their reading fluency through regular practise and modelling.

Enjoyment — we aim for all children to develop a love of reading.

Retrieval practice

We understand that children need to build on previous knowledge in order to make sense of new learning. Our planning sequences ensure that we recap and reinforce previously taught skills and vocabulary. This will be done a variety of ways; through in class activities, comprehension-based tasks, fluency activities and questioning.