

The Reading Curriculum:

- Promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written language.
- Develops fluent readers through a systematic and synthetic phonics programme building on oral blending and phonemic awareness as they move through the school.
- Develops a love of literature through wide spread reading for enjoyment and reading for pleasure.
- Children will be taught to speak fluently through our GR sessions by using a range of reading strategies so they can communicate ideas and emotions to others. Through reading and listening, others will be able to communicate with them.
- In our whole class reading sessions, children will be taught how to develop the key skills of a reader and how to reader as a writer/write as a reader for a purpose. Reading in these sessions will allow children to activate their background knowledge, acquire new knowledge and build on what they are currently studying throughout the wider curriculum.
- Through reading engaging texts, children are given the opportunity to develop culturally, emotionally, intellectually and socially.

Our Reading Curriculum is designed to:

Develop oral segmenting and blending skills before recognising graphemes to represent different sounds. Then using this to develop word recognition and fluency.

Explicitly teach children how to read fluently through a range of strategies in our guided reading sessions, which in turn will use high quality texts to promote reading for pleasure.

Create competent readers by developing a range of reading skills through whole class reading sessions designed to teach the backbone of reading skills such as retrieval, inference, summarising and prediction.

Provide children with the opportunity to read a wide range of text types - fiction/non-fiction, traditional tales, poetry, classic novels.

Encourage children to participate in discussions around texts in depth with peers and others around them.

Share ideas and thoughts on key texts and encourage children to think as readers who write and writers who read.

Social

Academic

Emotion

Have high expectations and aspirations to meet the needs of all learners in our community. Any barriers to learning are identified and the geography curriculum is adapted to ensure all pupils share the same curriculum, with the same level of ambition and expectation to realise their own potential.

"Different journey - same destination"

Provide children with the tools they need to be able to speak fluently and therefore communicate effectively with others and hold cohesive conversations.

Expose children to a wide range of relevant and challenging vocabulary in order to develop their ability to understand and discuss the world around them.

Provide a literacy rich environment so that children develop their imagination and a love of reading.

Provide the key to unlocking a child's emotional development through encouraging character understanding such as empathy for characters, understanding choices characters may make and relating events in texts to their own lives - allowing children to form and maintain relationships with others.

Curriculum Intent - Reading