



# Lea Church of England Primary School & Gateway Lodge Nursery



Curriculum Subject Area: ENGLISH- READING

Date- July 2024

## CURRICULUM INTENT

Reading is at the heart of our curriculum. We believe that the way children are taught to read is crucial to their success in learning to read.

As a school we aim to create and maintain a stimulating environment for children to experience and explore reading with increasing confidence and enjoyment to promote lifelong reading. We strive to provide a varied reading environment and maintain reading as a valued, high profile activity, which forms a basis for the whole of the curriculum.

## CURRICULUM IMPLEMENTATION

- In our schools we aim to foster a love of reading from an early age, through regular reading to and with the children.
- In EYFS systematic phonic teaching is structured throughout the year and is built on term by term. Opportunities to revisit previous learning are built into the yearly plan. (See Phonics & Early Reading Policy for details.)
- In KS1 pupils continue with phonics and also complete regular group or whole class guided reading sessions. (See Phonics & Early Reading Policy for details.)
- In KS2 pupils carry out regular whole class guided reading sessions which develop a range of reading skills: vocabulary knowledge, inference, prediction, explanation, retrieval and summarising.
- By the time children leave Year 6 they will have covered a wide genre of texts and styles which will foster a lifelong love for reading.
- Links to other areas of the curriculum are made during guided reading, in order to provide more meaningful, cross-curricular learning.
- Where necessary, children will have specific reading interventions, in addition to main class teaching. (See Phonics & Early Reading Policy for details.)
- Reading and books are regularly promoted through events such as World Book Day, book swaps and book fairs
- The newly refurbished school library is very well-stocked with a wide range of high-quality fiction texts. Non-fiction texts linked to class topics and themes, as well as pupils' interests, are sourced from the Schools Library Service on a termly basis, in the form of project loan boxes. This ensures that children always have access to the most up to date information. Year 6 Reading Ambassadors assist the Reading Leader with managing the school library, as well as many other tasks.

Children who have SEN or EAL are supported in a number of ways: quality first teaching, pre-teaching, providing visual prompts, 1:1 or group support within class with TA or teacher and small group or 1:1 interventions.

**ASSESSMENT** Through the explicit teaching of reading skills, teachers and pupils assess their learning continuously. These formative assessments, combined with a regular system of summative assessments (termly PIRA assessments, half-termly Little Wandle phonics assessments and end of key stage SATs tests) enable teachers to make informed judgements about the depth of pupils' learning and the progress they have made over time.



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## **CURRICULUM IMPACT**

- **Confident children talk about what they have read and enjoyed.**
- **Children enjoy their learning in reading sessions, and are reading fluently; with prosody and comprehension.**
- **Progression and depth of understanding/application in a range of reading skills.**
- **Children are ready for their next step in education, and are growing up with a lifelong love of reading.**