



GATEWAY FEDERATION SUBJECT STATEMENTS

Curriculum Subject Area: **ENGLISH- READING**

Date- April 2020

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 library 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.
- In KS1 pupils continue with phonics and also complete regular group or whole class guided reading sessions
- In KS2 pupils carry out regular whole class or group 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 their 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.
- Reading and books are regularly promoted through events such as World Book Day, book swaps, visits from the Library Van and the Greenaway Day.
- The newly refurbished School Libraries are very well-stocked with a wide range of high-quality fiction and non-fiction. The Library contains a specific area for upper KS2, to provide appropriately challenging texts for this age group. Year 6 Librarians 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 including; pre-teaching, at times seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, diagrams, differentiated texts etc. and using directed individual or group adult support.

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, 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 expression 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.