



Curriculum Aims

Subject – Reading



Aims & content of the Reading curriculum at Mount Primary

At Mount Primary School, we follow the National Curriculum for English. We recognise that reading can have a dramatic impact on all aspects of a child's life and so place it at the heart of our curriculum. We teach reading through texts planned out in our Literature Spines to ensure progression as well as reading books matched to phonic phases for early readers. We also plan the wider reading to include the texts that staff will read to children outside of English lessons. We are passionate about putting the right books in front of our children and promote a love of reading. When planning the texts children will encounter each year, we endeavour to introduce our children to a wide range of classic, modern and diverse authors. We also plan for diversity in the characters and stories the children are introduced to (see CLPE Reflecting Realities reports). We want all of our children to see themselves in texts as well as seeing people who are different. As we are in an area which is not particularly diverse, it is important that we expose children to characters that they may not meet in their daily lives to promote tolerance and acceptance of differences.

Children read and engage with texts of different lengths to ensure that they have the stamina and the fluency to read at length. Books, including those which are read to children during story time, are chosen to foster a curiosity about the use of language and the love of words. Our aim is to support children in becoming lifelong readers. English planning is focused around language rich texts. These texts are read as a class and used as a prompt for writing. Reading skills are also taught through these sessions as children are taught to interrogate and answer questions in order to further their understanding. Vocabulary and grammar/ sentence structures from these texts are also used as a model for children's writing.

Wider reading texts are chosen out for teachers to read to their classes, modelling expressive and fluent reading, and to focus on engagement. These texts have also been selected to include a diverse range of themes and characters. Book talk takes place in all classrooms allowing time for recommendations, readings and discussion). Assemblies also focus on reading and books are shared in them, along with the rationale for their selection.

In EYFS, a main English text is shared daily and linked with active storytelling skills to ensure children pick up language and retelling quickly. These books are available in the provision for the week along with books from the wider reading list that have similar themes and language. These wider reading books are read to children in a daily story session at the end of the day. Books are also read together which support learning in Maths, PSED and UW and the books made available in each provision area. EYFS classrooms also contain 'constant' familiar texts such as fairy tales which children can refer back to. Supporting resources such as puppets are used to help children retell the stories and rhyming games with characters. Once children are familiar with texts, they can "read" them independently and recognise language and words.

All children take home a reading book. In Key Stage 2, all children have the opportunity to select a book of their choice and can change these once they have finished. Class teachers ensure that suitable books are available in the classroom and these are changed and added to regularly. In Key Stage 1, children take home 'read with me' books which are not fully decodable but do contain some words from the phase they are working within. These are changed daily. Parents are encouraged to re-read the text with the children to develop language comprehension. We use Oxford Reading Tree fully decodable books in school to develop children's word recognition. Reading has a high profile and is celebrated around school. Reading achievements and texts read are recorded and displayed in classrooms as well as recommendations. Reading Ambassadors are elected by children in each class and these children champion reading, taking on board the feedback of their peers to encourage everyone to love reading.

We recognise that the value of reading and being read to at home cannot be underestimated and as well as ensuring all children have access to high quality texts to take home, we also work hard to involve families in their child's reading journey. Each child to Year 3 has a reading record which we ask parents to sign daily. Children are rewarded with house points and 'reading buddies' for regular reading at home. In Key Stage 1 and EYFS, parents are invited in to school weekly to take part in family reading where they can also choose books from the library to share at home. From Year 3 upwards, reading is celebrated and shared through book talk and sharing recommendations.

In EYFS, the following skills are taught:

- Children read and understand simple sentences
- They use phonic knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate an understanding when talking with others about what they have read

In KS1:

- Draw on knowledge of vocabulary to understand texts
- Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- Identify and explain the sequence of events in texts
- Make inferences from the text
- Predict what might happen on the basis of what has been read so far

and in KS2:

- Give / explain the meaning of words in context
- Retrieve and record information / identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text / explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify / explain how information / narrative content is related and contributes to meaning as a whole
- Identify / explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text

Early reading is taught through explicit, daily phonics lessons targeted to the appropriate phase. See phonics curriculum statement for further information.

How do you know children have learned that knowledge?

The skills and knowledge required to be a reader are taught through whole class reading. Texts are read as a class with opportunities for individual, paired and group reading. Through written and verbal responses to questions and in their subsequent writing, children are able to demonstrate their knowledge and skills. Staff have a clear understanding of the expectations for reading in their year group and target their questions accordingly.

In Foundation Stage and Key Stage 1, guided reading is used in addition to whole class reading to ensure fluency. Adults listen to children read daily to ensure fluency and understanding.

How the Reading curriculum caters for all learners:

- Books are carefully chosen to reflect a wide range of realities in order that children can see themselves and others in the texts they read.
- Children read levelled books in Key Stage 1 which are matched to their phonic phase (this continues in KS2 where necessary)
- Texts read as a whole class are at the higher end of the children's reading ability to give equal access to aspirational reading materials
- The majority of children will be expected to read at age related level. Where pupils are unable to do this due to SEND or other issues, extra support will be given which will involve an adult reading to or with them within the classroom. Texts may be simplified as necessary

- Staff plan for possible misconceptions. We also recognise that some pupils may lack the life experience to engage with certain aspects of texts (e.g. they have never been to a forest) and staff are skilled at planning in opportunities to address this.
- Interventions such as 1-1 reading are used to support struggling readers.

How does your content selection develop pupils' cultural capital? (Knowledge they need to become educated citizens – introducing them to the best that has been thought and said and to appreciate human creativity and achievement).

Texts have been carefully chosen to showcase a broad range of genres, authors and contexts. Each year group in Key Stage 2 will study biographical/ autobiographical writing about an influential person, this include people from the past and their contemporaries. Each year group will access classic literature and all pupils will come in to contact with a Shakespeare story in some form during the year. The Literature Spine includes a diverse range of authors. Accessing these texts will give children the knowledge to engage and interact with aspects of the world that may otherwise have been closed to them. In addition to building cultural capital, this also promotes British Values in the form of tolerance for each other's differences.