

Reading Curriculum

Intent, Implementation, Impact



Intent	Implementation	Impact
<p>At Ashbury Meadow Primary School we believe that all our children can become fluent readers and this is fundamental to our children succeeding, enabling them to access the next stage of their education and beyond. Our curriculum has been designed to ensure that pupils have opportunities to develop a love of reading.</p> <p>Through our teaching of reading we intend for all of our children to:</p> <ul style="list-style-type: none"> • Gain a life-long enjoyment of reading and books. • Read accurately, fluently and with understanding; • Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed; • Be able to read with expression, clarity and confidence; • Develop a good linguistic knowledge of vocabulary and grammar; 	<p>Reading is a key part of the curriculum and integral to the vision of Ashbury Meadow Primary School. We implement the reading spiral curriculum through:</p> <p>Phonics Lessons: We teach phonics through the synthetic phonics program Little Wandle Letters and Sounds Revised. This program ensures children build on their growing alphabetic code and feel confident to tackle unfamiliar words as they read.</p> <p>Reading Practice Sessions: Early Reading is taught through reading practice sessions three times a week. These sessions are delivered by trained adults to small groups of approximately six children. Books are used which match children’s secure phonic knowledge. The reading practice sessions have been designed to focus on three key reading skills:</p> <ul style="list-style-type: none"> - decoding - prosody: teaching children to understand the text - comprehension <p>In KS2 we continue to teach reading this way for any children who still need to practise reading with decodable books.</p> <p>Whole Class Guided Reading sessions: At Ashbury Meadow Primary school, we teach guided reading lessons which focus on developing pupils’ level of understanding of the text, through discussion, written and oral tasks, the exploration of new vocabulary and echo reading. Pupils are taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text.</p> <p>Reading Across the Curriculum: At Ashbury Meadow, reading is a key part of the wider curriculum lessons. Reading features in lessons across the curriculum where they read texts relevant to their learning and apply the skills they have practised in reading lessons. This enhances their learning and understanding across the curriculum.</p> <p>In Early Years Foundation Stage</p> <p>Learning to read begins with the systematic teaching of phonics within the Early Years foundation stage at Ashbury Meadow Primary School. The introduction of Phonics starts in Nursery where children participate in</p>	<p>Through the teaching of systematic phonics children become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Children read with a good understanding, fluency and confidence at the end of Key Stage 2 to suitably prepare them to enter Key Stage 3.</p> <p>Reading lessons are engaging and teach the skills needed to be an effective, independent reader. Children make good progress against the National Curriculum objectives due to well-planned sequences of learning to develop these skills.</p>

- Read and respond to a wide range of different types of texts;
- Develop a deeper level of emotional intelligence and empathy;
- Transition to secondary school as enthusiastic, fluent and confident readers in any subject.

daily Little Wandle 'Foundations for Phonics' lessons. Our youngest children are encouraged to have fun and 'play' with the English language. Children are exposed to a wide range high quality stories and poems, nursery rhymes, and oral blending activities. The emphasis is to get children attuned into listening to the sounds around them and enjoy words. We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Children begin phonics lessons from the first full week of Reception. Children have daily phonics sessions in small groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Any child who needs additional practice has daily Keep-Up support. They also take part in reading practice groups three times a week to boost their phonics skills and understanding and comprehension of texts.

In Key Stage 1

As in the Early Years Foundation Stage at Ashbury Meadow Primary School, children in Year 1 and until required in Year 2 have daily through Little Wandle Letters and Sounds. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who require additional support as soon as their needs are identified. They also take part in reading practice groups three times a week to boost the phonics skills and understanding and comprehension of texts.

Pupils in Year 2 are taught reading through a whole class guided reading approach using novels, texts and picture books. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information.

In Key Stage 2

In Key Stage 2, students who still require support with phonics continue to be taught in daily sessions through Little Wandle Letters Rapid Catch-up program. Students who have progressed past this stage but are still working substantially below their year group expectations receive Little Wandle Reading Fluency interventions that are focused on boosting reading and comprehension skills to catch children up to their age group standard.

Students receive whole class guided reading sessions where we teach reading through a whole class approach focusing on the curriculum domains. This is supported by the principles and sequence of Talk For Reading. We use a range of age appropriate high quality fictions and non-fiction texts. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text.

Supporting Students

Children are able to apply their reading skills to a range of diverse texts and are able to discuss them in detail. They are keen readers who enjoy reading for pleasure as well as to read to comprehend, analyse and discuss a text. They display resilient reading attitudes.

	<p>Where children need additional support within reading, students will receive additional 1:1 reading sessions, Little Wandle Fluency Groups, Little Wandle Catch up sessions and Lexia session where appropriate. Disadvantaged students receive additional reading sessions as a minimum. Teaching is adapted as appropriate to ensure students access learning at the right level to make progress.</p>	
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