

Curriculum Overview - Reading



Intent	Implementation	Impact
All children are encouraged to: • Read for pleasure. • Develop a good knowledge of high-quality texts. • Understand that knowledge is gained by reading. • To share their reading at home. As part of our provision at Bildeston Primary School we aim to: • Encourage and foster strong home school partnerships which enables parents to understand how to enhance skills taught in school. • Provide a good quality, equitable and diverse reading curriculum. • Ensure that all children can read fluently, with confidence in any subject. • Provide reading opportunities across the curriculum.	As part of this planning process, teachers: • Read to their class every day from a class novel that is suitable for their year group. • Early Years and Key Stage 1 will be taught daily phonics sessions that follow the Little Wandle Letters and Sounds Revised scheme. This scheme is phonetically decodable that matches the child's phonics understanding. • Key Stage 1 will teach reading through their topic and English lessons. Linking opportunities for book discussion and comprehension to units of work that engage the children. • Key Stage 2 will teach whole class reading sessions using VIPERS system for identifying key areas and question stems. • Each week the class teacher will endeavour to hear every student in their class read, either through the whole class teaching session, Little Wandle Groups or one-to-one. • In Early Years and Key Stage 1 parents are invited in regularly to share reading enjoyment. • There are frequent visits to the school library for children to choose a book to take home to read for enjoyment. • In Year 2 and Key Stage 2 children are assigned a log in for accelerated reading to complete quizzes when they have finished their book.	Impact is measured as: • Outcomes in the Year 1 Phonics Screening Test • Outcomes in the Key Stage One and Key Stage Two SATs. • Outcomes in termly PIRA tests to support tracking children's knowledge. • Regular half termly phonics assessments to show progress towards the different phases. • Children can talk confidently about stories and show their enjoyment for reading. All children will have: • Learnt to enjoy reading across a range of genres. • Use a range of strategies to decode words. • Learn to read out loud with confidence and fluency. • Be prepared to use reading as one way to understand a topic. • Developed a good knowledge of high-quality texts. In addition, we measure the impact of our curriculum through the following methods: • Monitoring and analysis of pupil progress; • Pupil discussions about their learning;

	As part of this assessment process, teachers will: • Provide time for children to complete quizzes on accelerated reader. • Use guided reading as opportunity to develop comprehension skills. • In explicit Reading Lessons with Early Years and Key Stage one children take part in decoding, prosody and comprehension teaching. Teachers use this time to ensure children's reading books are appropriate for their level. • PIRA assessment. • Make observations during lessons and give feedback to aid progress The subject lead will: • Support staff with implementing the Little Wandle scheme. • Support staff with training and CPD as required. • Complete monitoring to ensure Little Wandle is implemented coherently.	
--	---	--