



Heathfield Schools' Curriculum Overview

Reading

Subject	Intent	Implementation	Impact
<p>Reading</p>	<p>The reading curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> • Read with increasing ease and fluency. • Understand and explain the content of a wide range of high quality texts. • Appreciate how a love of reading enhances their lives. • Read for enjoyment and information to develop a love of reading. 	<p>In Nursery and Reception, the EYFS framework and Early Learning Goals are used to inform the planning and delivery of reading. The schools' reading progression document outlines the word reading, comprehension and reading for pleasure skills that will be covered in KS1 and KS2.</p> <p>EYFS</p> <p>Access to books, including picture books, poetry books, non-fiction books and books the children have made themselves, are explored throughout the children's time in EY. The environment provides a range of texts for children to share and resources to retell stories and events. Staff model and scaffold reading skills in their interactions wherever opportunities present themselves and children listen to and share books with adults multiple times a day from Nursery.</p> <p>In Nursery children take books home that they are interested in and that adults can read to them. As children start formal reading instruction in Reception, they take home books which are wordless, followed by books which are accurately matched to their phonological stage, and which they can read fluently. Reading diaries are introduced in Reception and the expectation is that they are completed at home weekly and monitored by class teachers. In Reception, reading is taught through daily phonics inputs (phases 2, 3 and 4) and small group or 1:1 follow up sessions which build upon pre-phonological (phase 1) skills delivered in Nursery. The Power of Reading core texts are used to plan English inputs which engage the children, develop their vocabulary and ignite a love of reading; other books and activities within the continuous provision supplement these.</p> <p>Each term a year group will take home a variety of poetry packs which are already familiar to the children to enjoy sharing with their families.</p>	<p><u>Assessment:</u></p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information that informs data collection at the end of each term.</p> <p>In Key Stages 1 and 2 the school's reading steps are used to inform formative and summative assessments and support planning for guided reading. In Key Stage 1 and 2, moderated assessments take place half termly to quality assure judgements.</p> <p>In Key Stage 2, children are assessed half-termly using NTS-National Test-style reading papers or past SATs papers (Year 6 only).</p> <p><u>Monitoring:</u></p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> • "Pop ins"/learning walks

Key Stage 1

Reading continues to be the key learning focus as children move from EY into KS1.

Power of Reading teaching sequences provide an engaging text which maximise the opportunities for whole class reading within a writing unit. These texts are chosen to reflect the backgrounds, identities and interests of the children.

Phonics sessions are taught daily, following the revised Letters and Sounds progression document. The school has developed a bespoke SSP which includes resources, long and short term planning, catch up and keep up materials and in-person training and meets the validation criteria for a published SSP. Phases are taught sequentially, with opportunities to re-visit prior learning. CEWs are taught within phonics sessions in line with progression documentation.

Guided sessions Year groups plan for a variety of texts and genres to be studied within small guided reading sessions, delivered by class teachers. Books are chosen to match reading steps, which ensure coverage of skills appropriate for the needs of the children. A carousel approach is used to promote a love of reading, with children accessing a range of reading books and other related activities when they are not working with the teacher.

1:1 assessments are carried out using texts that are agreed upon across year groups to guarantee consistent monitoring.

Comprehension Explicit teaching of comprehension strategies are taught during guided once the children's decoding and fluency skills make this possible. Children have access to texts which are beyond their reading level by listening to whole class texts and engaging in discussions about these.

Wider Curriculum reading opportunities are embedded across the whole curriculum. Texts are carefully chosen to compliment non-core themes.

Story time takes place daily. Teachers carefully select texts that reflect diversity within our society and beyond, as well as choosing texts the children will enjoy. Rereading of texts is promoted.

Home Reading Children continue to take home one book that is carefully matched to their phonic phase and reading step. When children can confidently decode using their phonetic knowledge other reading scheme books are available which draw upon a wider range of reading strategies. The expectation is that reading diaries are completed each night by parents and carers and these are monitored by class teachers daily. Each term a year group will take home a variety of poetry packs which are already familiar to the children to enjoy sharing with their families.

- Book and planning scrutinies
- Pupil interviews
- Staff interviews
- Listening to children read.

Key Stage 2

Power of Reading teaching sequences provide an engaging text which maximise the opportunities for whole class reading within a writing unit. These texts are chosen to reflect the backgrounds, identities and interests of the children.

Phonic sessions are taught daily in Year 3 during the Autumn term based on assessed need. The Read Write Inc. phonic programme is used as an intervention tool to support children in the lowest 20% or those who are at risk of falling behind.

Guided sessions are taught daily. Year groups plan for a variety of texts and genres. Books planned for are chosen to match reading steps, which ensure coverage of skills appropriate for the needs of the children. A carousel approach is used to promote a love of reading, with children accessing a range of reading books and other related activities when they are not working with the teacher.

1:1 assessments are carried out termly to support teacher's assessment of each child's reading ability.

Comprehension is taught as close reading sessions within the Power of Reading Teaching sequences. Explicit teaching of reading strategies supports and develops children's understanding of comprehension skills.

Wider Curriculum reading opportunities are embedded across the whole curriculum. Texts are carefully chosen to compliment non-core themes.

Story time takes place daily. Teachers carefully select texts that expose them to different realities and that they will enjoy.

Home Reading Children continue to take home one book that is carefully matched to their reading step. The expectation is that reading journals are completed each night and these are monitored by class teachers daily.

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