



Heathfield Schools' Curriculum Overview

Reading

Subject	Intent	Implementation	Impact
Reading	<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>The schools' reading progression document outlines the word reading, comprehension and reading for pleasure skills that will be covered in EYFS, KS1 and KS2.</p> <p>EYFS</p> <p>The environment provides a range of texts for children to explore and resources to retell stories and events. Staff model and scaffold reading skills in their interactions where opportunities present themselves. Initially children take books home that they are interested in and that adults can read to them. As their phonic knowledge develops they also select matched books from the Oxford Reading Tree scheme. The expectation is that reading diaries are completed weekly and these are monitored by class teachers. In Reception teachers use the Power of Reading core books to plan their English inputs. Reading is taught through daily phonics inputs (phases 2, 3 and 4) in Reception which build upon pre phonological skills delivered in Nursery.</p> <p>Key Stage 1</p> <p><u>Power of Reading</u> 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.</p> <p><u>Phonic sessions</u> are taught daily. Heathfield's Phonics planning follows the revised Letters and Sounds progression document. Phases 3-6 are taught sequentially, with opportunities to re-visit prior learning.</p> <p><u>Guided sessions</u> are taught daily. Year groups plan for a variety of texts and genres. 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.</p> <p><u>1:1 assessments</u> are carried out using texts that are agreed upon across year groups to guarantee consistent monitoring.</p> <p><u>Comprehension</u> Explicit teaching of comprehension strategies are taught during guided reading, which supports and develops children's understanding.</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.</p> <p>In Key Stage 2 children are assessed half termly using Rising Stars.</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 • Book and planning scrutinies • Pupil interviews • Staff interviews • Listening to children read

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		<p><u>Wider Curriculum</u> reading opportunities are embedded across the whole curriculum. Texts are carefully chosen to compliment non-core themes.</p> <p><u>Story time</u> takes place daily. Teachers carefully select texts that expose them to different realities and that they will enjoy.</p> <p><u>Home Reading</u> 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 and these are monitored by class teachers daily. Each term a year group will take home a variety of poetry packs to enjoy sharing with their families.</p> <p>Key Stage 2</p> <p><u>Power of Reading</u> 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.</p> <p><u>Phonic sessions</u> 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.</p> <p><u>Guided sessions</u> 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.</p> <p><u>1:1 assessments</u> are carried out termly to support teacher's assessment of each child's reading ability.</p> <p><u>Comprehension</u> 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.</p> <p><u>Wider Curriculum</u> reading opportunities are embedded across the whole curriculum. Texts are carefully chosen to compliment non-core themes.</p> <p><u>Story time</u> takes place daily. Teachers carefully select texts that expose them to different realities and that they will enjoy.</p> <p><u>Home Reading</u> 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.</p>	