



HEATHFIELD SCHOOLS' PARTNERSHIP

CURRICULUM OVERVIEW – READING

Intent

The reading curriculum will ensure that children will be able to:

- 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.

Implementation

In Early Years planning is based around the relevant strands in Development Matters. In Key Stage 1 and 2 the schools' reading steps outline the progression in skills.

EYFS

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 Floppy Phonics scheme. In Reception teachers use the Power of Reading core books to plan their English inputs. Reading is taught through daily phonics inputs (phases 2 and 3) in Reception which build on the work done on phase 1 in the Nursery (with some revision early on).

Key Stage 1

Power of Reading teaching sequences provide an engaging text which maximise the opportunities for whole class reading within a writing unit.

Phonic sessions are taught daily. Phonics planning is developed from the Letters and Sounds programme. Phases 4-6 are taught sequentially, with opportunities to re-visit prior learning.

Guided sessions 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.

1:1 assessments are carried out half termly for each child. The texts used are agreed upon across year groups to guarantee consistent monitoring.

Comprehension is taught more formally half termly in Year 2 (Spring onwards) Sessions are delivered through the Rising Stars Cracking Comprehension scheme. Explicit teaching of strategies supports and develops children's understanding.

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 phonic phase and another for interest, usually selected from the library. When children can confidently decode using their phonetic knowledge (usually in Year 2 though in Year 1 for the most able) other reading scheme books are available to support their home reading that draw on a wider range of reading strategies.

Key Stage 2

Power of Reading teaching sequences provide an engaging text which maximise the opportunities for whole class reading within a writing unit.

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.

Comprehension is taught half termly. Sessions are taught through the Rising Stars Cracking Comprehension scheme. Explicit teaching of strategies supports and develops children's understanding.

Close reading a careful sustained interpretation of a passage of text to develop comprehension is taught in each writing block.

Phonics catch up is provided for all children not completing the phonics screening check. Gaps are identified and interventions (1 to1 and small group) based on Read, Write, Inc materials are delivered up to 4 times per week. In addition these children have weekly guided reading, daily story time and nightly home reading.

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 progress through the colour coded reading scheme with books carefully matched to the schools' reading steps. After this they are encouraged to read freely across a range of genres. The expectation is that reading journals are completed each night and these are monitored by class teachers daily.

Impact

Assessment

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.

In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents.

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.

Monitoring

Members of the Senior Strategy Team, Year Group Leaders and Phase Specific Subject Leaders undertake a range of monitoring activities each term that include:

- "Pop ins"/learning walks
- Discussions with children and hearing them read

An in-depth review of reading takes place every 2 years as outlined on the schools' review schedule.