



Great Gaddesden School Curriculum Statement: 2020-2021

Subject: Reading

Curriculum Context:

At Great Gaddesden C of E School, we provide an engaging and inclusive curriculum. We want all pupils to be able to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Through reading, we aim for our pupils to be able to develop in the following areas:-

- culturally
- emotionally
- intellectually
- socially
- spiritually

Literature plays a key role in such development. Reading also enables pupils to acquire knowledge and to build on what they already know. By developing the skills of language we prepare our pupils to be able to participate fully as a member of society.

Intent:

At Great Gaddesden School, we value reading as a key skill and are focussed on enabling our pupils to become lifelong readers. We give children the skills they need to decode words in order to be able to read fluently and with an understanding of what they have read. Children's confidence in reading is developed through engagement with a wide variety of genres and text types. We encourage a love of literature and an enjoyment of reading which enables children to develop the habit of reading widely and for both pleasure and understanding. Through these reading opportunities, children are able to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading. Children become enthusiastic and motivated readers with an appreciation for our rich and varied literary heritage.

Implementation:

- Our reading curriculum links closely with our writing curriculum. We use a text based approach that enables us to create opportunities for reading, discussion and writing across the curriculum through the use of a range of high quality texts.
- Children in EYFS and KS1 have daily phonics sessions where they have the opportunity to revise previous learning and practise and apply new learning in a range of structured and engaging ways. These include opportunities to segment, blend, read and write.

- In EYFS and KS1, children are taught to sight read the high frequency words for their year group in order to develop the fluency and accuracy of their reading. Children will continue to learn these into KS2, if required.
- Children who require phonics in KS2 are taught using precision monitoring intervention sessions, where they will secure reading and writing words, which include all of the required phonemes and graphemes.
- All children read regularly with an adult in school. Children in EYFS, children read daily with an adult, in order to develop their early reading skills. Children who need additional support are also read with an adult daily in order to ensure they are receiving the support needed.
- Children progress through our school reading scheme of levelled books matched to their current reading stage. This is predominantly the Oxford Reading Scheme. Children have the opportunity to change these books regularly and are expected to be read daily at home.
- Each child has a reading record book, which is monitored regularly by the class teacher. It is expected that all children will read at home, with their parents where appropriate. Guidance is given to parents regarding the expectation of the length of this time.
- We have a well-stocked library, which all classes use regularly.
- We have a skills based approach to reading which is implemented through regular guided reading lessons. This consistent approach to the teaching of reading allows children to develop these reading skills through the use of high quality teaching during a weekly cycle of a pre-read, guided read, follow up task and opportunities to develop reading habits.
- Each classroom creates a reading environment that encourages a love of reading. There is an inviting and engaging reading area filled with books suitable for the reading age of the class. There is also a selection of books, which are linked to the current topic to offer opportunities for children to apply their reading skills across the curriculum.
- All classes are read to daily by an adult. This engages all children and exposes them to storytelling. This could be a class novel, a text linked to a current topic or a book that has been recommended by a child.
- Children are encouraged to take part in a 'Reading for Pleasure Challenge', involving children reading a range of different genres from a recommended reading list for each year group, separate to their school reading book. This gives children the opportunity to read a range of high quality texts and develop a love of reading.
- Children have the opportunity to have a 'Reading Buddies', in which children pair with their peers from other year groups and share a book together.

- Key vocabulary for each topic is defined and taught at the beginning of a unit to ensure children have the understanding to confidently use this. High quality vocabulary is also taught through the reading of key texts in order to allow children to develop a wide and ambitious vocabulary.
- We use the Hertfordshire for Learning reading assessment materials to ensure there is a clear skills and knowledge progression within our teaching of reading. This is also used to make sure children are making progress with their word reading and comprehension skills.
- The school celebrates the annual World Book Day. Children are encouraged to take part in a range of activities which encourage engagement with reading.

Impact:

At Great Gaddesden School, we believe that reading is the key to all learning.

Children are exposed to high quality vocabulary and develop the skills they need to understand what they read and to participate in discussions about this

By the time children leave Great Gaddesden School, they are competent and enthusiastic lifelong readers with a thirst for reading a wide variety of genres and text types. They are inspired by literature and will read for pleasure across a range of genres, cultures and styles. The impact of the reading curriculum is monitored using the school's assessment system as well as through statutory assessment, including Key Stage One and Key Stage Two SATs, in addition to Phonics Screening checks.