

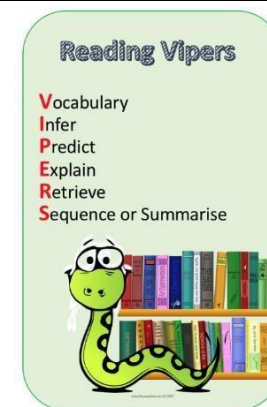


Curriculum statement for the teaching and learning of Phonics and Reading

Intent	Successful	Happy	Ambitious	Responsible	Proud
	'Learning and developing new reading skills can make us SUCCESSFUL learners'	'Discovering a new book and being transported to new worlds makes us HAPPY '	'When choosing new books we want to be AMBITIOUS in our choices'	'We have a RESPONSIBILITY to be well informed through our reading'	'We are PROUD when we are able to read and enjoy a book independently'
	At Sharpness Primary School, we believe that reading is an integral part of the curriculum that impacts on all learning. Engaging a child in a book and equipping them with a love of reading opens the door to a continuous world of learning. For pupils to succeed in education, reading has got to be a priority. Pupils' reading ability and knowledge acquisition are of great importance, with the associated costs to the lives of individuals and wider society being enormous (World Literacy Foundation 2015). A recent review of research (Castles, Rastle and Nation, 2018) synthesised over 300 studies to highlight best practice: a phonics-based approach to help young children crack the 'alphabetic code', immersion in text to develop word-recognition skills, fluency, and the influence of knowledge, processing and cognition on wider comprehension. In taking these aspects into consideration, our aim is for all pupils - irrespective of their needs, abilities or background - to learn to read fluently and with understanding. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. Once children can decode text effectively, we aim to build word recognition, fluency and develop comprehension skills in order to produce secure, confident, independent readers who enjoy and understand the benefits of reading. Reading at Sharpness is supported by our key priorities				
	Our key priorities/curriculum drivers				
Underpinned by	Aspirations	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences	
	Bug Club Phonics Interactive programme to support the teaching of phonics.	Active Learn Interactive programme to support the teaching of reading	VIPERS Strategy used to teach the key areas children need to know and understand in order to improve their comprehension of texts	Ashley Booth Reading Curriculum A whole class reading approach designed to support reading lessons.	School Library A communal hub to support reading for pleasure.



	When implementing our reading curriculum we ensure we have our key curriculum drivers at the forefront of our mind:			
	Implementing our key priorities/curriculum drivers			
	Aspirations	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences
	We encourage children to read a range of texts which promote thinking and challenge our perception and understanding of the world.	We value the importance of a wide ranging vocabulary and ensure it is central to our reading curriculum.	We provide our children the opportunity to explore texts from a variety of different cultures.	Author visits World book day Plays Reading challenges Book swaps
Implementation EYFS and Key Stage 1	The direct teaching of reading starts with oracy and phonics. We follow Bug Club Phonics , which is complimented by purposeful talk and the use of shared reading experiences that expose pupils to a wider range of vocabulary and sentence structure. Children have a daily phonics lesson in which they participate in speaking, listening and spelling activities that are matched to their developmental needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged, and to identify those children who may need additional support. Once pupils' decoding skills are secure, they undertake both reading and language comprehension lessons, while there is also a comprehension activity for all pupils within each writing cycle. Pupils will continue to access Bug Club Phonics in Key Stage 2 if their decoding skills are not secure at the end of KS1. We promote a love of reading from the very beginning of the children's' school life. The children have access to a wide range of quality texts from their class book corners and our well-resourced school library.			
Implementation Key Stage 2	By KS2, we expect all pupils to be ready for the whole-class reading sessions that are undertaken daily. The focus here is on vocabulary development, the development of specific reading skills and immersion in a wide range of texts including poetry and plays; we use the acronym VIPERS to support this. These lessons use class novels as a stimulus for deeper thinking and link a range of fiction and non-fiction texts to these in order to further develop contextual knowledge and understanding. Children develop their dictionary skills and use thesauri to aid understanding and support vocabulary choice. Furthermore, KS2 writing lessons are based on an approach that focuses on the development of word- and sentence level understanding, with many of the activities making use of skills that will enhance pupils' comprehension of written language. We promote reading for pleasure as this itself plays a major role within reading development. We are aware that promoting reading in this way can also provide our pupils with a creative outlet. All children are exposed to a much wider range genres and authors in order to stimulate and challenge their thinking. Children subsidise their learning in other areas with quality reference books which promote knowledge and understand of many areas of the curriculum, including those of different cultures.			





Impact	We measure impact through learning walks, book scrutiny, formative and summative data, and pupil/parent/teacher voice. SLT meet regularly to evaluate impact and assess pupils' learning; this is supported by pupil progress meetings.			
	Pupil Voice Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.	Evidence in Knowledge Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand how reading impacts on their writing.	Evidence in Skills Children are taught reading progressively and at a pace appropriate to each individual child. Children can recognise and apply comprehension skills to different contexts confidently.	
	Impact of our key priorities/curriculum drivers			
	Aspirations	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences
	Children leave school with a love of reading that will last a lifetime. They choose to read a range of texts which promote thinking and challenge their perception and understanding of the world.	Children speak articulately using well-chosen and precise vocabulary in a variety of contexts. They are confident to voice opinions and share ideas supported by being well-read individuals.	Through their reading, Children have developed a secure understanding of a range of different cultures.	Children have access to experiences which enable them to foster a life-long love of reading.
	- Children, by the end of EYFS, will be at least EXP in reading and be prepared for their next stage in learning. % of children in Y2 and Y6 reaching EXS and GDS is at least in line with the national average • % of children passing PSC is at least in line with the national average - Children will have a broader and more developed vocabulary. - Children will be able to infer a writer's meaning using evidence from the text. - Children will be able to make predictions based on their understanding of a text. - Children will be able to explain a writer's meaning through a deep understanding of a text. - Children will be able to use retrieval skills. - Children will be able to sequence and summarise text concisely and accurately. - Children will have an understanding of all genres of books and be able to talk passionately about some they enjoy.			



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