

Catcott Primary School Curriculum Statement

Reading

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implement is high quality. 	<p>Our teaching sequence will be: Guided reading sessions in Years 2-6 follow the same structure:</p> <ul style="list-style-type: none"> • Tricky words- 5 mins. Pre select any challenging vocabulary and discuss meaning before reading. This helps level the playing field. • Text reading- 15 mins max. Sometimes ask children to read independently in heads, other times use teacher led reading, class reading, paired reading, choral reading or echo reading. • Mixed skill questioning- 20 mins. Independent and shared work. Model good reading responses to a skilled question first. • OR Focused skill activity. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of readers at an age appropriate level • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing books they have read and authors they enjoy, as well as their own work and identifying their own strengths and areas for development
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of reading skills is in place, as well as progression of a range of text and poetry. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Keep up to date with current reading research and subject body or professional group. • Keep up to date with new authors and fiction. • Maintain the library and keep it updated with a range of text, both fiction and non-fiction. • Lead reading moderation sessions half termly. • Identify children who need 1:1 support during afternoon sessions and guided reading sessions. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include carefully chosen vocabulary and visual aids which children can continually refer back to in order to support their learning. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Have access to learning overviews which children can refer to during lessons. These are used to prompt upcoming learning and for review. • Have access in reading corners to topic related texts which are relevant to the current topic in order to extend and further engage them in their learning. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of text types. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the reading curriculum.

<ul style="list-style-type: none"> • Keep up to date with programme development through Read, Write, Inc development days and support from Somerset Literacy Network. 		
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Keep up to date with new fiction releases and have a good knowledge of age appropriate texts. • Read a class reader to the class every day. • Assess children's reading age, comprehension age and fluency 3 times a year. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a reader because they know how to be successful. • Safe and happy in reading lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses reading skills and knowledge • Develop reading skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.