

Reading Curriculum Statement



Intent

At Abbey Village Primary school, we believe that reading is an integral part of the school curriculum and a fundamental life skill that impacts on all learning. Reading is a platform that allows our children to see beyond what they know, share experiences, and develop the vocabulary they need to effectively express themselves.

We strive for our children to become avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres, and authors, in order for them to make informed opinions about their preferences. We want every child to love reading and want to learn to read for themselves. We ensure our children have access to a quality English curriculum that is both challenging and enjoyable for all readers.

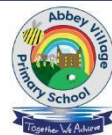
We teach our children to be inquisitive readers, provoking thought and leading children to enjoy asking or being asked questions about the texts they are reading; allowing them to gain a deeper understanding of what they have read.

We have eight key priorities at Abbey Village that underpin every subject area. We believe that by focusing on these key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives.

Don't give up	Try new things	Respect others	Concentrate	Be motivated	Improve	Imagine	Push yourself
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Implementation

We recognise the importance of reading wide and often and so ensure our reading curriculum is broad and balanced. Stretching across a wide range of genres, we provide a variety of discreet and cross-curricular learning opportunities. In turn, this enhances our children's vocabulary through exposure to high quality texts. Phonics is a crucial part of early reading and we are determined to ensure that our children become confident and fluent readers. We have carefully selected a wide range of phonetically decodable books that support a cumulative progression in phonic knowledge and children are provided with plenty of opportunities to read and re-read books that match the grapheme-phoneme correspondences they know, both at school and at home.



Reading in the Early Years/ Reception

English is one of the seven aspects to the Early Years Framework, known as Literacy and is fundamental to enable a child's successful development. The prime area, communication and language is nurtured and developed as this underpins a child's development in the specific area, literacy. This will support the development of Reading and Writing as they progress throughout the rest of the school. In Reception, we encourage and promote reading throughout the curriculum to introduce children to new ideas, vocabulary and syntax and to develop children's love of stories, poems, songs and rhymes. Children use books and props as part of their role-play, they seek out information linked to topics or to develop their own interests. They read to each other and to adults which exposes them to new reading experiences.

In Reception and KS1, we use the Supersonic Phonic Friends program to teach phonics in a sequentially progressive order. Children are taught to develop their listening and attention skills as they are introduced to individual phonemes, starting with phase two. During daily phonics sessions, children are taught to distinguish between different phonemes as well as teaching them to segment and blend sounds in words to read them. In addition to this, we share a love of reading through various stories with all children. We have developed a whole school Reading Spine, that is a core set of books that all children will access during their time at Abbey Village. This spine reflects the cultural diversity of our school community and reaches a wide range of genres that children may not ordinarily access. Every term, we focus on high-quality text and provide opportunities for the children to sequence, retell and use role play to develop their own ideas of storytelling. During shared read sessions, the children build on their knowledge and understanding of reading and vocabulary as the adult models the enjoyment of reading and the understanding of vocabulary.

In line with the rest of the school, we encourage our children to read at least three times a week with an adult.

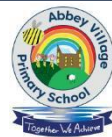
At Abbey Village, we have carefully developed a reading curriculum whereby all classes are exposed to high quality texts, which are progressive throughout each cohort. Teachers use imaginative and creative planning to ignite children's passion for reading throughout a range of lesson styles. For example, drama, role, and classroom discussion.

Reading in Key Stage One and Two

Throughout Key Stages One and Two, our guided reading sessions balance the teaching of reading between word reading, wider decoding skills, grammar for reading, wider comprehension strategies and response to text in order to develop fluent readers who understand what they are reading. Comprehension is taught from an early age to prevent comprehension difficulties arising as the language demand of the texts they encounter increases.

The explicit teaching of reading takes place across the school daily, using a variety of approaches and adopting the Lancashire planning format, whilst using the learning and progression steps to help inform our learning objectives. Each group within each class are carefully planned for, providing them with meaningful activities in all sessions. Each session has a clear learning objective and during the taught reading session, our main focus is to develop a key reading skill via modelling done by the teacher or learning support assistant. Our children are independent and confident learners during the session and use their reading journals to complete each task. For early readers, reading consists of a phonics focused session followed by a comprehension focused session using the same text. For developing reading, reading consists of a taught read and an independent follow up session, with further opportunities throughout the week to promote wider reading and reading for pleasure. For our fluent readers, guided reading consists of three linked sessions: pre-read, guided read and independent follow-up and two sessions to support wider reading and reading for pleasure.

All children have daily opportunities to read a variety of material in schools, including regularly with an adult.



We aim to promote a love of reading in our learning environments throughout Abbey Village. All classrooms have a class reading area and or library with age-appropriate reading books for pleasure. We are passionate about our library and it continues to grow into a sanctuary for all our children, one where they can escape in the words of a book and one where books can help them become themselves. Throughout the week, each class visits the library, where they can select a book of their choice to take home. Our library consists of modern texts with new up-coming authors and a range of more classics texts. There are also nonfiction texts and poetry to entice the children.

Home reading

Every child is given a home reading book that they can take home and enjoy in their own time. We encourage all children to read daily and each class checks to see whether diaries have been signed daily. Friday treats are given to those children who have read every day at home.

In Reception and Key Stage One, all children are given a decodable reading book which is specifically matched to the phonics phase they are working at. The books vary in several ways, including layout, size, vocabulary, and length, to give the children a rich diet of literature. We feel it is of hugely important for our children to receive home reading books matched directly to their phonics knowledge so that they become confident and fluent readers, before moving on to a greater difficulty. After the children have successfully learned all sounds in basics two to five of Supersonic Phonic Friends, they are then moved on to colour banded books. All children also take home a reading for pleasure book to share with an adult at home. This is their own choice of book from the school library.

In Key Stage Two, children receive a home reading book which is linked directly to their reading level. This is assessed regularly throughout the terms to ensure an appropriate level of challenge and skill to continue to improve their reading skills. Once the children become 'free readers' they can begin to choose their own reading books, either from the class library or a book from home. Again, this is carefully monitored by staff and parents, to ensure appropriate challenge and progression of reading.

Impact

At Abbey Village, children learn to read fluently and effectively. They are confident children who can recommend books to their peers, have a thirst for reading a range of genres, participate in discussions about books, and appreciate the joy and wonder of reading. This is a lifelong skill which will make them secondary ready, and which they will take further into their adult lives.

The English subject champion is:



Miss Rachel Hopkins