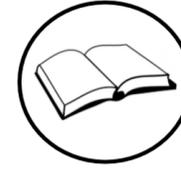


Reading in our schools



Curriculum Drivers

Relevance: Our curriculum aims to be relevant to our children, in our community and each stage of their development. This means that we have chosen content for how appropriate it is to age and stage, sequenced it carefully and aim to build on taught skills. This is alongside ensuring it is engaging and fosters a love of learning. Relevance also means that where there is a need for a child to catch up on a gap in their learning, this is provided in a timely manner.

Curiosity: We endeavour to create environments and experiences that foster learning, language and literacy as set out in the aims of the National Curriculum. We do not underestimate the important role that emotional commitment and attachment plays in the intake, uptake and embodiment of learning. Books are a door to new worlds of imagination and learning, and our curriculum aims to encourage curiosity through this.

Knowledge: Our teaching will deliver the knowledge of the code of the English language so that children can read quickly and efficiently. This, and our direct teaching of vocabulary and oracy will help them gain the knowledge they need to become skilled readers.

Fluency: We aim that our children can work on reading fluency through planned practice of accuracy, automaticity and prosody in reading lessons. Moyal-Sharrock states how "acquiring language is like learning to walk: the child is stepped into language by an initiator and, after much hesitation and repeated faltering, with time and multifarious practice and exposure, it disengages itself from the teacher's hold and is able, as it were, to run with the language." (2010, pg 6)

Sequencing of content

Our curriculum is informed by the requirements of the National Curriculum. Our English lessons are planned based upon the teaching sequences from the Ready, Steady, Write scheme with texts increasing in complexity as children move through the school. Children in the EYFS and Y1 move through our SSP ELS at pace, where the GPCs are sequenced to build fluency in decoding quickly. Once the children are confident decoders we then teach whole class reading to develop fluency and comprehension. Reading for pleasure texts are carefully chosen to be enjoyable for children, but are sequenced to be just above the level that our children could access independently.

Diversity

To quote from CLPE's 2022 "Reflecting Realities" report: "We believe in the power of children's literature to change lives and we believe meaningfully inclusive representative casts of characters in children's literature make books better."

In our schools, we understand the need to use books as mirrors to reflect the children's reality, but also as windows out to a wider world around them. We choose books from a diverse range of authors and poets, showing a diverse cast of characters.

Big ideas

Decoding—we aim for pupils to be fluent decoders through our rigorous implementation of our SSP.

Vocabulary—our focus on vocabulary aims to develop pupils understanding and ability to make sense of what they have read.

Fluency—we aim that children develop accuracy, automaticity and prosody in their reading.

Enjoyment—through use of high quality texts we aim to foster children's love of literature.

Retrieval practice

In order to recap and reinforce previously taught skills and vocabulary, teachers will plan in opportunities for retrieval of taught content from recent lessons, and over time.

This will be done a variety of ways; through in class activities, quizzes and questioning.

Cognitive science shows us that children need to build on previous knowledge in order to make sense of new learning, and we aim to build this in to our teaching sequences.