

Reading curriculum statement.

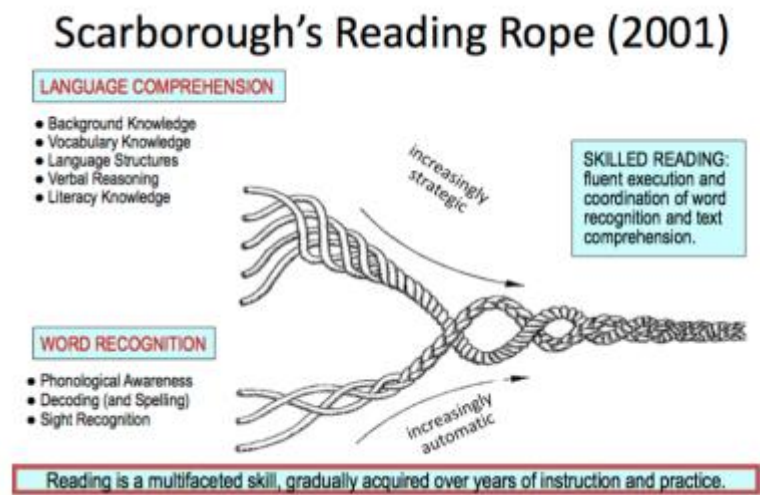
“Reading is the gateway skill which makes all other learning possible” Barack Obama.

Intent

At Boston West Academy, the aim of our reading curriculum is to equip our pupils with the necessary skills and vocabulary to access, interpret and evaluate a wide variety of written media, not only through their educational experiences but beyond this, into their adult lives. In addition, whilst the development of these functional skills is imperative, it is our intent that children develop a love of reading alongside this and see reading as a pleasurable and rewarding activity, opening the door to new ideas and experiences. In order to lay these firm foundations in place, our pupils begin by learning to read before moving onto using these skills in order to read to learn.

Implementation

The whole of the reading curriculum at Boston West Academy is underpinned by the principles of Scarborough’s Reading Rope. Aspects of this, matched closely to the National Curriculum statements for reading, and including fluency, have been collated to form a progression of skills for reading from foundation stage to year six.



Independent reading skills

Throughout foundation stage and year 1, pupils are explicitly taught the skills of phonological awareness, decoding and sight recognition, following the progression of Little Wandle Letters and Sounds (link to phonics section). Alongside this, pupils are taught the early reading skills, of decoding, prosody, and comprehension through regular reading of the same book, leading to independent practise for fluency. A range of phonically decodable books, closely matched to their growing knowledge of phonics is used. To develop a love of reading and foster an ethos of reading for pleasure and enjoyment, all children in foundation stage and key stage 1 take home a book of their choice to share with adults at home. Guidance on this can be found here (insert R4P video).

Once pupils have mastered the phonic skills to allow them to decode effectively, and the fluency skills to allow them to read with prosody and expression, they are moved onto the Accelerated Reader programme. This programme matches a range of texts to pupils’ developing reading knowledge and ensures that they read texts at a suitable interest level. The English lead carefully

monitors the texts available for pupils to ensure that they are engaging, challenging, diverse and reflect the interests of the pupils in school.

Pupils who have completed the initial Little Wandle Letters and Sounds programme but still have gaps in their phonic knowledge are assessed and put onto the Little Wandle Letters and Sounds Rapid Catch-Up programme. This accelerated approach teaches phonic skills which are then applied during group reading sessions using phonically decodable books with content suitable for children aged from seven upwards. Within these reading lessons, the skills of decoding, prosody and comprehension are consolidated.

Whole class reading

Across the school, all pupils are exposed to a wide range of engaging and diverse fiction, non-fiction and poetry texts in whole class reading sessions, selected to challenge and motivate pupils. Some of these texts will be selected from the comprehensive reading spine developed for each year group. This spine has been selected to include popular, classic, and contemporary texts, using suggestions from Pie Corbett, Ashley Booth, and staff at Boston West Academy. In addition to this, care has been taken to include texts that cover the themes highlighted in Doug Lemov's "The Five Plagues of the Developing Reader" in his book, "Reading Reconsidered". In addition to this, staff will also use a range of non-fiction texts linked to the wider curriculum which form a non-fiction reading spine.

In whole class reading sessions, all pupils from year two to year six are explicitly taught vocabulary taken from the texts studied. In foundation stage and year one, pupils are explicitly taught vocabulary, linked to texts, through their English sequence of learning. In addition, in key stage one, the reading content domains of retrieval, sequencing, inference and prediction are explored through a range of primarily oral, and some written, activities. In key stage two, the content domains outlined for key stage one are explored further, with increasing challenge. In addition to these, pupils are taught to analyse authorial intent, explain how content within a text is related and make comparisons within and between texts. Pupils are taught to become evaluative and interrogative readers.

Class texts

At Boston West Academy, all pupils are read to daily. Staff select texts either from the school reading spine or ones that reflect the interests of the pupils in their class. The focus of these sessions is the complete immersion of pupils in a text, with staff modelling fluent, engaging and dramatic reading in order to enhance the experience of being read to.

Assessment

The progress of pupils in reading is monitored carefully throughout the school through a range of both formative and summative assessments. These include:

- Assessment for learning in reading lessons
- Little Wandle Phonics Tracker
- Little Wandle Rapid Catch Up assessment
- Phonics screening check
- Listening to pupils' independent reading
- NTS assessments in reading from year 1 (summer term) to year 6
- Monitoring of progress on Accelerated Reader

- National statutory assessments

The progress of pupils in reading is monitored at least three times per year and pupils working below age related expectation are identified. A programme of intervention is then put into place to allow these children to make accelerated progress in reading.

Impact

- Pupils will enjoy reading across a range of genres and will develop a lifelong love of reading.
- Pupils will confidently communicate their thoughts and ideas about texts they have read, using a varied and advanced vocabulary.
- Pupils will recognise that reading is a vital life skill which is crucial for their life chances.
- The percentage of pupils working at age related expectation will be at, or above, national averages.
- The percentage of pupils working at greater depth will be at, or above, national averages.
- There will be no significant differences in the progress of different groups.