

Reading at Beaufront County First School

At Beaufront County First School we believe that a high quality reading curriculum is essential if children are to develop a lifelong love of reading. Our curriculum aims to develop the habit of reading widely and often, for both pleasure and information.

Intention

- In our **Early Years Foundation Stage**, we aim to:
 - * Ensure that children develop sounds for each letter for the alphabet and at least 10 digraphs
 - * Ensure that children are able to decode a range of regular and common irregular words whilst reading some on sight
 - * Ensure that children feel confident to read in a range of situations
 - * Enable children to demonstrate their understanding of what they have read in a range of contexts
 - * Enable children to use and understand a widening range of vocabulary in different contexts
- In **Key Stage 1** children study the National Curriculum for Reading and we aim to:
 - * Continue to develop their phonological awareness to become secure in all aspects of phonics
 - * Ensure that children are fluent readers by the end of Key Stage 1
 - * Enable them to confidently demonstrate an understanding of what they have read
- In **Key Stage 2** children study the National Curriculum for Reading and we aim to:
 - * Ensure children become independent and fluent readers who choose to read widely and frequently.
 - * Enable children to demonstrate their understanding of a range of fiction and non-fiction.
 - * Ensure that children develop their own views and opinions on a wide range of literature, and use age appropriate vocabulary to do so.

Implementation

Early Years

- * Phonological awareness underpins all work in phonics.
- * Phonics is taught explicitly through carefully planned lessons and follow-up sessions and activities following the Read Write Inc scheme
- * Shared reading and story time is an integral part of each day
- * Teachers model fluent, expressive reading.
- * All children have planned guided and 1:1 reading time with an adult
- * Children enjoy regular opportunities to develop reading skills throughout all areas of learning.

Key Stage 1

- * Skills of segmenting and blending taught explicitly throughout 'phonics' time and in all teaching.
- * Daily reading sessions (Reading Rotation) During this time children are in small groups according to their reading level. During the week they will participate in a guided reading session to teach reading objectives, including decoding, comprehension and vocabulary; an independent activity based on their guided reading session (year 2); independent reading; spelling activities; independent reading of topic books (fiction and non-fiction) and fiction picture books.
- * Use Read Write Inc reading books and then onto levelled books as per Accelerated Reader
- * Children are given the opportunity to listen to an adult modelling reading daily.
- * Reading in other areas of the curriculum in order to extend knowledge and vocabulary.
- * Children are encouraged to infer meaning from visual images.

Key Stage 2

- * Guided reading once weekly in small ability groups in order to teach reading objectives, including decoding and comprehension.
- * Reading sessions to teach: independent reading; reading activities, reading comprehension and encourage wide range of reading choices.
- * Homework activities to extend learning and involve parents or carers.
- * Skills of segmenting and blending taught explicitly throughout 'phonics' time to support individual children.
- * Use Read Write reading books to support individual children and levelled books as per Accelerated Reader.
- * Children are given the opportunity to listen to an adult modelling reading daily.
- * Reading in other areas of the curriculum in order to extend knowledge and vocabulary.

Impact

- * Engaged, inspired and challenged readers
- * Confident and fluent readers who can read across all curriculum areas
- * Children value reading, literature and books
- * Children's reading is of a high standard

We will measure the impact of our Reading curriculum through the following methods:

- * Regular monitoring of children's phonological progress and reading of CE words, including statutory end of year assessments
- * Regular monitoring of children's comprehension skills through individual and guided reading
- * Children's engagement in book-focused activities in class as well as whole school events such as World Book Day and Sponsored Reading events
- * Children are confident to read to one another and to support their peers and less confident children with their reading