

Reading Curriculum Statement

I am drowning in this roaring silence. I am drowning.

It was a bright cold day in April, and the clocks were striking thirteen.

At dawn one still October day in the long ago of the world, across the hill of Alderley, a farmer from Mobberley was riding to Macclesfield fair.

Introduction

We put reading at the heart of the curriculum. We believe that reading is a key tool for life. Our aim is to deliver a curriculum that enables our children to be ready for the next stage of their education at the end of each key stage and to be 'secondary ready' when they leave us at age 11.

Teaching children to become fluent readers is a large and exciting part of what we do at Ivy Bank. We have lots of opportunities for reading exciting books and materials from a wide range of cultural backgrounds.

We want children to enjoy reading and place a great emphasis on

- Reading for pleasure and
- Reading to learn.

Intention

We believe that reading is an integral part of the school curriculum and a fundamental life skill that impacts on all learning. We want every child to love reading and to want to learn to read for themselves. Therefore, we aim to inspire a true love of reading, whereby our children are enthusiastic and motivated readers who feel confident to be able to talk about books and authors. We ensure our children have access to a high-quality English curriculum that is both challenging and enjoyable for all readers. We teach our children to be inquisitive readers, provoking thought, leading to children who enjoy asking questions about the texts they are reading; allowing them to gain a deeper understanding of what they have read.

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 teach a variety of discreet and cross-curricular learning opportunities, so that our children truly appreciate our literary heritage. Reading underpins learning in all areas of the curriculum, and we recognise this by using opportunities to teach reading skills in our non-core subjects.

In turn, this enhances our children's vocabulary through exposure to high quality texts that they may not normally read. We value the importance of being a confident reader and work hard to develop these reading skills. At Ivy Bank, we strive to develop our children's phonetic skills which leads to them reading accurately and fluently.

We are proud of our school library that sits centrally in the middle of our school. It is our intention that year on year the library is used more and more.

Implementation

In the early years foundation stage and key stage one, there is greater emphasis on phonics; this is then built upon and consolidated throughout the rest of the school. Synthetic phonics is taught in a

highly structured programme of daily lessons. We follow 'Little Wandle for Letters and Sounds Revised' to ensure a systematic approach is used which explicitly teaches children a comprehensive set of letter-sound relationships through an organised sequence. Phonics is taught discreetly in lessons following the key elements: review, teach, practise and apply. The children's reading books are carefully aligned to their phonics lessons to ensure that they are fully decodable and to enable them to practise and embed the key skills that they have been taught. In addition to this, the children take home a sharing book from the school library to enjoy with an adult at home. All children have daily opportunities to read a variety of material in school, including regularly with an adult.

In key stage one and key stage two we progressively teach reading strategies and behaviours that can be applied to a range of text types and genres across the whole curriculum. We use the 'Steps to Read' programme of work (from Literacy Counts) where we create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills. Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These lessons are set around a range of quality literature each half term. Teaching these key skills enables our children to gain a better understanding of each text during their English sessions, while delving deeper into the English Curriculum.

The reciprocity between reading and writing is such that we use books to inform quality writing on a weekly basis. We encourage our children to think and write like readers and authors through the use of the 'Read 2 Write' scheme.

Home Reading:

Every child has a reading book that they can take home and enjoy in their own time. Once the children become 'free readers' they choose their own reading books from the school library. Each year group has a recommended reading list with quality texts from a range of authors and genres that they can choose to read. Reading books are carefully monitored by staff and parents, to ensure appropriate challenge and progression of reading. Year on year we ensure that our library is stocked with a range of the very best quality literature.

British Values

As a school we are working to promote our children's understanding of British Values and spiritual, moral, social and cultural development. There are many opportunities within the reading curriculum:

<u>Rule of Law</u>	<i>Texts are chosen to teach values such as loyalty, fairness, honesty, safety and teamwork.</i>
<u>Individual Liberty</u>	<i>In reading lessons, discussions may focus on developing a positive sense of themselves, having the confidence in their own ability, talk about their feelings and understand that their views may differ from others, learn to accept that the ideas of others may not be the same as their own but are equally valid.</i>
<u>Democracy</u>	<i>During reading sessions, children have the opportunities to listen to the views and opinions of others into account but still have the right to make their own choices, to take turns, to share and collaborate, to understand that it is not always possible or right to have their own way and understand the value of compromise.</i>
<u>Mutual Respect</u>	<i>To listen to and consider the ideas and opinions of others even if they differ from our own, to be able to take turns during discussions, resolve difficulties or make decisions. Visual representation through the resources which are offered at Ivy Bank.</i>
<u>Tolerance</u>	<i>Through the Reading curriculum, children build up a treasury of stories, poems and rhymes from different cultures. They learn to appreciate that they are different to their own.</i>

<i>Spiritual</i>	<i>Empathy with characters can grow understanding of how beliefs contribute to personal identity. This involves the growth of a sense of self and an understanding of their strengths and weakness, and their willingness to achieve. Within the reading curriculum this may be presented through a poem or rhyme.</i>
<i>Moral</i>	<i>Exploring texts and acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. Within the reading curriculum this might be within a play where a "baddie" is wrangling with what is the right thing to do.</i>
<i>Social</i>	<i>Poetry encourages co-operation, collaboration and oracy skills. Model texts involve stories on perspectives on society. Through talk, children are encouraged to take on roles in allowing development of negotiating and debating.</i>
<i>Cultural</i>	<i>Wide range of genres teach a variety of discreet and cross-curricular learning opportunities. Use the Reading curriculum to interact with different cultures/lifestyles and explore their advantages and disadvantages. In this way, the children will acquire an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences.</i>

Impact

Children's progress in phonics is continually reviewed through daily informal and half termly formal phonic assessments and evidence from their reading and writing. Assessment of children's learning in reading is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. Curriculum quizzes are used to review learning and check that children know more and remember more.

Reading is also monitored by the subject leaders throughout the year in the form of lesson observations, learning walks and pupil interviews to discuss their learning and understanding, and establish the impact of the teaching taking place.

At Ivy Bank, we believe that reading is the key to unlock all learning. We want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.