



Reading Curriculum Rationale

Our Curriculum Intent

At Northwood Community Primary school, we aim to challenge, engage and inspire children with their reading content. We ensure the curriculum is planned and sequenced to develop and draw upon prior knowledge to enhance fluency, comprehension and understanding. Across the past three years, we have invested heavily in high-quality texts to expose children to a range of genres which also engage, motivate and capture their imaginations. Our reading curriculum is designed to be flexible to the needs of individuals and caters for pupils with additional needs. We also ensure that children who are working at a higher level are challenged through reading lessons and bespoke interventions. We aim to ensure reading is evident throughout the curriculum and children can apply their skills in a range of contexts. Our overall aim is to support children to become reflective, analytical learners who have a true love of reading.

Our Curriculum Implementation

Our curriculum has been carefully designed around the content domains and objectives set out in the National Curriculum. This curriculum carefully ensures children develop their skills and knowledge each year and ensures progression and repetition in terms of embedding key learning, knowledge and skills.

We follow the Power of Reading approach in order to centre our learning upon a high-quality text. Staff use a range of approaches to improve reading skills such as analysing an image, visualisation and drama to heighten inferential skills.

We empower our staff to select a Power of Reading text which will engage and motivate pupils and allow them to gain understanding of the wider world. Staff teach reading skills in a variety of ways. Often, these are taught throughout the main sequence of their Power of Reading lessons. Children also receive whole class guided reading sessions which focus upon an element of the content domains. Within these sessions, pupils apply skills needed to accurately use a specific domain. These skills are then rehearsed in shorter sessions throughout the week.

A half termly plan is written to organise the content domains and objectives. This is then broken down into a session plan. Within these sessions, vocabulary is discussed. Often, this vocabulary has been pre-taught before the lesson in line with the long term plan. Both of these plans are used to set out the learning objectives for each lesson, identifying engaging activities, a variety of genres and quality resources which will be used to achieve them. These sessions are timetabled into the week so suitable time is allocated to the teaching of reading.

Lessons are structured using a consistent approach across school. This approach is designed to develop children's metacognitive skills and ensure the initial task can allow the teacher to address misconceptions and assess the children in a timely manner with no ceiling upon the task.

Planning is carefully considered with clear learning challenges that ensure that the pupils are given the opportunity to:

- Engage with the text through multiple reading opportunities.
- Explore the text and genres to ensure pupils understand what they are reading and also what they will need to use in their writing.
- Experience being a successful writer, expressing their ideas and thoughts.
- Evolve their writing through an editing and re-drafting process.

We use the Accelerated Reader [AR] programme to organise, monitor and assess children's reading. Staff create reports which guides their teaching focus to ensure pupils' individual reading needs are being met. As part of AR, children also take regular quizzes to apply their knowledge, retention and ability to reflect upon their own learning. In addition to this, we assess the children through Cornerstones assessment tests and regular teacher assessments. All assessment methods are subject to a thorough internal and external moderation. All assessments are analysed and support/challenge provided accordingly.

We also produce themed areas in or outside classrooms so pupils can immerse themselves in a text to understand how a character may have felt, experience the vocabulary in a 'real' setting and develop a love of reading.

To support learners further, we have designed an intervention programme called 'Rapid Readers'. This programme allows staff to support and challenge individual pupils on a daily basis for a set length of time. The programme addresses fluency, miscues and develops vocabulary and sentence level knowledge. We also use the Indirect Dyslexia Learning programme [IDL] which is a multi-sensory intervention program that uses sight, sound, touch and voice with repetition to increase spelling and reading abilities. The impact of these assessments are regularly assessed and reviewed.

Impact

We use both formative and summative assessment information to inform our planning. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able.

Our mainstream staff use the Cornerstones formative assessment grids. The DSP children are assessed according to their specific needs using Connecting Steps software. They then systematically assess what the children know as the topic progresses and inform their future planning.

Once children have been assessed, this information is analysed by subject leads, SLT and the Headteacher as part of our monitoring cycle. Regular pupil progress meetings allow for staff to discuss the data and decide ways to best support the children to achieve their best. This process provides the staff, SLT and governors with an accurate and comprehensive understanding of the quality of education in our school. It also allows stakeholders to understand key groups who may need support or further challenge.

We set our monitoring cycle at the beginning of each academic year, although this is subject to change depending on priorities. Monitoring includes: lesson studies, learning walks, book scrutinies, pupil/parent and staff voice. All this information is reviewed regularly and used to provide further reading development, CPD and parent support. This review process allows staff to accordingly adapt provision and planning.