

Curriculum Statement for the Teaching and Learning of Reading 2020/2021

Intent

“Reading is a gateway for children that makes all other learning possible.” Barack Obama

At Kingfisher Hall (KHA), our principal objective is to foster an environment where **all** children:

- enjoy reading, have increased self-esteem and become fluent, life-long readers
- apply their reading skills and can access the whole curriculum
- have the knowledge, skills and understanding to be able to decode and are able to comprehend a range of texts
- acquire and use complex vocabulary and sophisticated language both orally and in writing
- have a deep understanding, from their reading, of the world around them (local, national and beyond)
- are given the necessary Reading skills to become ‘**A Force for Positive Change**’.

The intent of the delivery of reading can be seen through our ‘KHA Skills and Knowledge progression document’.

Implementation

At KHA, our Reading pedagogy is underpinned by 3 core principles: decoding, fluency and comprehension. These principles are delivered through:

- our structured RWI Phonics programme in EYFS and KS1
- a range of purposeful, engaging activities across the school and at set times in the day/week to ensure consistency of approach:
 - Daily Guided Reading (GR)
 - Weekly visits to the school library
 - Reading for Pleasure – whole school Story Performance Time
 - Reading Café for KS1: children listen to a classic story while they enjoy juice and a biscuit
- rigorous on-going assessment and monitoring ensure that the specific needs of every child is met so that no child is left behind and all children are able to access the whole curriculum
- support for all teachers/adults through regular, relevant CPD
- a range of adults, including parent volunteers, supporting Reading development across the school and the week

Appropriate adjustments have been made to the curriculum to compensate for learning lost through Covid-19: additional time, resources and CPD have facilitated effective, targeted additional Reading interventions; forensic analysis of pupil data has informed the identification of the target group. Also, appropriate adjustments have been made with reference to the specific needs of our children at KHA.

Decoding	Fluency	Comprehension
<ul style="list-style-type: none"> ➤ Our structured RWI Phonics programme is delivered through 5 sessions per week, with an additional afternoon session to address lost learning; this supports and develops decoding skills and fluency while developing comprehension ➤ Close monitoring and assessment inform interventions ➤ Delivery and resources are tailored to ensure that all children are appropriately challenged 	<ul style="list-style-type: none"> ➤ Teachers provide children with appropriate reading practice and the opportunity to re-read books as necessary according to their reading level ➤ During focused Guided Reading sessions, and across the entire curriculum, children have regular opportunities to read, be listened to reading and to hear reading from a range of adults including parents ➤ A structured mix of text types is used to expand vocabulary and engender interest and enthusiasm ➤ Through weekly visits to the school library and Friday afternoon whole-school Reading for Pleasure/Story Performance Time, children are exposed to rich vocabulary and language 	<ul style="list-style-type: none"> ➤ Retrieval and inference skills are taught discretely in all year groups ➤ Reading sessions focus on developing a repertoire of Reading tools and on promoting positive reading behaviours ➤ Opportunities across the curriculum arise naturally or are created to complement and reinforce strategies taught during Reading lessons, enabling children to transfer skills and be provided with different contexts
Impact		
<ul style="list-style-type: none"> ➤ Children enjoy engaging Reading lessons on a continuum from Nursery to Y6 ➤ All children make expected or accelerated progress in Phonics and Reading ➤ Children are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction texts ➤ Across the curriculum, children are increasingly confident and fluent when reading and discussing content ➤ Children are acquiring and using more sophisticated vocabulary and language in a range of situations both orally and in writing ➤ Children are engaged in their learning across the curriculum ➤ They are able to talk about the tools that they employ when reading, and can link them to the learning objectives ➤ Across the school, children make sensible observations about local, national and world events and problems, and are able to articulate and discuss possible solutions becoming ‘A Force for Positive Change.’ 		