



Crowmoor Curriculum Intent - Reading

At Crowmoor Primary School, we want all children to move to secondary school being able to read and write confidently. The importance of reading, writing, speaking and listening in the real world runs through the English curriculum and underpins all lessons. Lessons hinge on developing a broad and strong vocabulary to enhance all pupils' understanding and expression in reading, writing and speaking.

We believe in encouraging pupils to foster a love of reading for pleasure. Pupils who read on a regular basis in school - and at home - have a higher chance of fulfilling their academic potential. We aim for reading to permeate all areas of the curriculum. Independent reading, and reading as a class, are integrated into the existing curriculum, with aspects of this policy used in everyday teaching. A wide variety of texts are available in order to provide pupils with a range of reading options. The aim of this policy is to instil a passion for reading in pupils, which they will carry on into subsequent phases of education, and into later life.

The programmes of study in Key Stage 1 and 2 consist of:

- Word reading.
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing competence in both ways; different teaching is required for each. Skilled word reading involves quickly working out the pronunciation of unfamiliar words and speedily recognising familiar words. Underpinning both is the understanding that the letters represent sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from knowledge of linguistics and the world. Comprehension skills develop through pupils' experience of high-quality discussion with their teachers, as well as from reading and discussing a range of stories, poems and non-fiction: it is with this in mind that we allow plenty of opportunity for reading and discussion of class novels within our Reading lessons, ensuring pupils – particularly those who struggle to comprehend texts – are given access to many points of view and are exposed to the reasoning skills of their peers. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

We access regular, high-quality CPD for teaching staff to develop skills and pedagogy linked to the English curriculum.

Children receive regular and constructive feedback on all pieces of writing.

From Key Stage 1 onwards, children are taught reading as a whole class in order to develop a love of reading. They also practise comprehension skills and expand their vocabulary. The English leader works closely with staff to support planning, teaching and assessment.

In EYFS Little Wandle Revised Letters and Sounds Phonics teaching is explicit and systematic. Frequent AfL ensures phonics teaching matches children's phonetic and graphemic knowledge. Adults regularly share books with children to promote a love of reading and writing. Adults in the setting engage with children in meaningful conversations to support the development of speaking and language.

In Key Stage 1 Little Wandle Revised Letters and Sounds Phonics is delivered to the whole class. Pupils are assessed thoroughly and interventions are delivered to individuals and groups so that children receive the phonics knowledge they need at that moment in time. English lessons are sequenced and taught to allow children to practise and plan their writing, supported by modelling from teachers.

In Key Stage 2 teachers plan guided reading sessions to share quality texts with pupils. They also model comprehension strategies and ensure good understanding of texts through class discussion.

English lessons are planned to meet the needs of learners based on regular AfL and the English progression map.

Work in children's books is well presented and conveys pride in their work. Children talk enthusiastically about books they have read and have systems in place to recommend books they have read to their peers. The majority of children meet end-of-year expectations in reading and writing. The youngest children have excellent phonetic knowledge and use this to help them read and write with increasing independence. Through writing, children demonstrate a broad vocabulary and confidence in using various grammatical techniques.