



An Introduction to our Reading Curriculum

Overview

Our intention is to provide an ambitious, connected reading curriculum which is accessible to all pupils from Early Years to Year 6, following a progressive approach.

In EYFS and KS1, children follow the DfE validated Systemic Synthetic phonics program Read Write Inc. This supports the children with both reading and writing. It teaches children the sounds in English, the letters that represent them, and how to form the letters when writing. Books are matched to the letters that the children have learnt.

From Year 1 to Year 6, children will complete reading activities linked to Vocabulary, Inference, Prediction, Explaining, Retrieval and Summarising (VIPERS).

Reading is encouraged throughout the day with children given opportunities to read for pleasure. Every class also has a class reader that will be read to the children at some point in the day.

Knowledge progression documents can be found on our website.

Assessment

Children are offered constant feedback in lessons and small groups are used to support misconceptions. 1:1 reading sessions take place frequently throughout the school.

In EYFS and KS1 children are assessed regularly to ensure they are making progress with phonics and then grouped accordingly. Termly tests in KS1 and KS2 are used to monitor progress across the school alongside teacher judgements. NFER assessments are the tests used which assess the children against the objectives for their year group. Teachers then use these to standardise scores to support teacher assessment of how a child is progressing.

Adapted Curriculum

We have developed our own reading adapted curriculum to ensure all children have a progressive, ambitious, and challenging curriculum regardless of their barriers or needs.

Subject leaders have identified key pieces of learning which they believe are essential in allowing children to live as independent, healthy adults. In reading, the focus is phonics.

Approximately 10% of our children have a SEND need, however not all will need an adapted curriculum as with our inclusive quality first teaching, they are able to access

the full curriculum. The teacher or SENDCo will speak to parents individually if we believe your child would benefit from an adapted curriculum and this will be decided in partnership.