



Ringway Primary School Curriculum Statement Reading after Phonics



“The more you read, the more things you will know. The more you learn, the more places you’ll go.” – Dr Seuss

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school’s leadership team will:</p> <ul style="list-style-type: none"> • Promote the highest standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature. • Work in collaboration with the school-based librarian to ensure each Key Stage has a library containing a wide variety of age-appropriate texts for children to read for pleasure. • Ensure there are sufficient funds available in the school budget to resource each key stage library – taking pupil voice into consideration. • Ensure all pupils feel safe and supported in their reading and will leave year 6 as confident, resilient and happy readers. • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Ensure a consistent approach to the delivery and implementation of guided reading for pupils once they have completed the school phonics programme, and use this familiar structure to support children thus ensuring they are ‘keeping up’ rather than ‘catching up’. • Use VIPERS relating to novels studied in English to teach skills in reading comprehension and support pupils’ understanding of a text. • Pupil’s participating in weekly guided reading sessions with an adult and peers: skills focused on vocabulary and one of inference, prediction, explain, retrieve, summarise. • Opportunities for pupils to read for pleasure and select texts that are of interest to them. • One English session per week focussed on reading comprehension – reading and discussing a new text which is not related 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • They are confident to use discussion in order to learn; they should be able to elaborate and explain clearly their secure understanding of a text and ideas. • Pupils are passionate and intrigued in the texts they read. • Competence in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. • A progression of understanding, with appropriate programme vocabulary which enables learning. • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Recommending books that they have read to their peers, giving reasons for their choices.

	<p>to the novel being studied – alongside integrating the teaching of reading comprehension skills within novel studies.</p> <ul style="list-style-type: none"> • Allow pupils to apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet. 	
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Ensure there is use of a wide variety of quality texts and resources to motivate and inspire pupils. • Ensure as they progress through each year group/key stage, pupils are exposed to a wide variety of literature covering work by different authors and genres. • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Monitor pupil individual reading 1:1 with a member of teaching staff – ensuring all pupils have access to a weekly reading book they are able to take home to continue to develop their phonic and reading skills at home. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Have their own class reading areas with topic themed books, that are available for children to read for pleasure. • Contain displays and working walls showing subject rich vocabulary relating to units of work within English. • A specific display relating to the current novel being studied – showing a pre-analysis of the front cover, discussing ideas and making predictions for the text. • Allow children to have access to appropriately challenging selections of texts, both non-fiction and fiction, available throughout learning. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. • They are confident to take risks in their reading and writing, and love to discuss and share their ideas. • Pupils have acquired a range of early reading and writing skills which they are able to deploy in their learning across the curriculum enabling them to be competent readers and writers. • Clear differentiation with specific needs for certain pupils targeted and addressed enabling all children to make progress.

The class teacher will, with support from the curriculum leader:

- Understand the importance of children reading to an adult and being read to by an adult – so build in regular opportunities for this.
- Break down the skills of Reading and focus on the acquisition of vocabulary first, and then the comprehension skills.
- Understand how to identify pupils who may need targeted support to enable them to access the curriculum content.

Our children will be:

- Encouraged to appreciate our rich and varied literary heritage.
- Able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Develop the habit of reading widely and often, for both pleasure and information.
- Engaged and acquire a wide vocabulary, and an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Able to critique their own work as a reader because they know how to be successful.

The curriculum leader will:

- Acknowledge the successes of pupils with school display walls, certificates and pupils given the opportunity to share work with other members of staff and their subject area.
- Schedule termly assessments within reading comprehension to monitor pupil progress and attainment and to ensure pupils continue to be challenged and supported where needed.
- Provide ongoing support and opportunities for staff CPD to ensure reading and reading comprehension is taught to a high standard.