

## Curriculum Design

We are developing our broad, knowledge based reading curriculum, through rich engaging topics by: the modelling of and rigorous practise of comprehension strategies, the development of vocabulary knowledge, by promoting a positive reading experience and ensuring that the children have plenty of opportunities to read.

- Based around 2014 National Curriculum for reading with its 2 dimensions: word reading and comprehension (both listening and reading).
- Each year group takes their objectives from their expectations folders (Focus Education).
- Reading activities may be cross curricular linked to the main topic, science etc.; they may be linked to the writing unit/genre being explored in English lessons.
- Children have a reading book, library book, reading record, reading buddy, magpie books, reading journal, a class reader
- Each year group topic has a reading spine of key texts and topic vocabulary/knowledge builders.
- Reading is taught through a combination of 1:1, shared and guided reading and is an integral part of the children's writing process.
- We have developed our own reading skill characters that are used throughout the school e.g. the summariser, the clarifier, the sequencer, the predictor...
- Foundation 2 in the Autumn Term use Jolly Phonics through to Letters and Sounds /with Read It and Write It interventions.
- The core reading scheme is Oxford which has a balance of fiction, non-fiction and poetry books. Supplemented with Project X, Oxford Song Birds (phonically decodable) and stages 6-15 have free readers that match the stages.
- We use visiting authors, illustrators, parent guest readers, librarians, book weeks, book fairs, Summer Reading Challenges, book competitions, book prizes, teacher lent books, book displays, inviting reading corners, reading buddies

## Reading Intent



## Curriculum Coverage

- Based around 2014 National Curriculum for reading with its 2 dimensions: word reading and comprehension (both listening and reading).
- Each year group takes their objectives from their expectations folders (Focus Education).
- Objectives are dated as and when they are covered.
- They objectives are progressive as they match the 2014 Curriculum
- Coverage has been checked by SLT and co-ordinators

## Curriculum Appropriateness

- Our topics have been carefully selected to match the requirements of the 2014 Curriculum whilst appealing to and exciting the children.
- Our reading objectives match the 2014 Curriculum devised by Focus Education.
- The curriculum is differentiated in order to be appropriate for differing abilities.
- Reading Interventions are put in place to help all children to progress.
- The reading skills taught through our characters match the curriculum requirements.

Curriculum delivery, teaching(pedagogy)-contribution to delivering the curriculum as intended,  
Assessment (formative and summative)

## Reading Implementation



### Curriculum Delivery – method and practice

- Phonics-basic skills are taught using the review, teach and apply system.
- Reading is an integral part of the writing process e.g. read outstanding examples of the genre (reading spines), explore the text as a reader, explore the text as a writer, modelled writing etc.
- Each year group takes their objectives from their expectations folders (Focus Education).
- Shared reading – whole class teaching of knowledge of fluency and reading comprehension – texts topic/subject based/ class reader – evaluations on plans.
- Guided reading teaching comprehension skills – books topic/genre based – timetables available – evaluation sheets kept/ comment in reading diary, reading targets to be put on year group curriculum synopsis.
- 1:1 reading by teachers, teaching assistants, parent helpers, parents- comments in reading diary
- Fluency monitored – children can't comprehend if slow – phonics, speed reading, modelled/echo, independent reading at pace
- Reading interventions include: Rainbow Readers, Read It/Write It, Wellington Square, Reading Coach, fluency development, extra targeted comprehensions
- Staff training/development
- Developing a reading environment to stimulate reading for pleasure/life ERIC TIME/DEAR, library time, story time, class reader, reading buddies, reading assemblies, teacher lent books, teachers sharing favourite books, librarian visits, author visits, illustrator visits, quality texts/reading spines, parent reading workshops, reading ladders to promote home reads, bedtime story evenings, story clubs, book lending in the entrance hall

### Assessment

#### Formative

- Evaluations of lessons, guided reading and 1:1 reading – children provided with verbal feedback/comments in guided reading books and reading diaries – inform future teaching
- Reading ladders/trees/weekly home reading checks are present to help monitor home reading
- Any children that staff are worried about can have phonics, fluency and comprehension checks.
- Teacher assessment data is provided at baseline, mid-point and end of year and the children are tracked across a 6 column system.
- CAP folders are used to monitor the children's progress
- Whole school targets are set on a half term basis – targets are in the children's reading diaries and are displayed in class.
- Provision maps and SEND targets are updated to support BA/send pupils.

#### Summative

- Baseline reading assessments Rising Stars set A/phonics are carried out early in Autumn 1 to inform groups, intervention provision and future teaching
- Mid-year assessments Rising Stars set B/phonics are carried out end of Spring 1/beginning of Spring 2 to check progress, to inform groups, intervention and future teaching
- End of year assessments, Rising Stars set C/phonics are carried out in June to check progress, to inform groups, intervention and future teaching
- Year1 Phonics Screening. Year2 and Year6 Standardised Assessment Tests.



## Attainment and progress

- Reading data is available

READING	FS-EXS	KS1		KS2	
		EXS	GDS	EXS	GDS
2019	84.7%	82%	31%	85%	54%
2018	74%	75%	31%	93%	35%
2017	88%	81%	55%	87%	28%

- PHONICS 2019 - 93.3%

WRITING	FS - EXS	KS1		KS2	
		EXS	GDS	EXS	GDS
2019	83.1%	82%	28%	92%	49%
2018	72%	66%	31%	93%	48%
2017	87%	75%	40%	97%	46%

- Children's attainment and progress is tracked through assessment – see previous sheet
- Children's attainment and progress is discussed at termly pupil progress meetings, Send meetings, moderation meetings and performance management meetings
- SLT and co-ordinators monitor attainment and process
- A thorough Scholastic Reading Review has taken place
- The Basic Skills Standards/Award are always achieved

## Reading Destinations

At Griffe Field Primary School we aim to develop successful, fulfilled young people, well skilled with enquiring minds and positive, responsible attitudes. The children themselves told us they wanted a school that is friendly, fair, interesting, safe, polite, caring and hardworking. We work with them to achieve this.

Our aim is to provide a child with the opportunity to achieve, to do so in partnership with his/her family and to make sure that there is a good reason for the children, their families and the community to be proud of Griffe Field Primary School.

This is a school for its community and a range of activities will enable all ages to extend education into a life-long experience. The involvement of families is highly valued. Friends of Griffe field(FOG) give 10% of their profits to the school library for books each year (£1,200).

We are committed to equality of opportunity and the provision of the highest standard of education for all pupils. Our curriculum is broad, balanced and relevant to a changing society. Our children are actively engaged in learning.

As stated in the 2014 curriculum:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often for both pleasure and information
- It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education (we liaise with our local secondary schools)

