

Curriculum Intent

At Queensmead, reading is placed at the heart of our curriculum as it underpins a child's understanding of the wider world and provides a pathway to cultural capital and experiences, that may otherwise be beyond their reach. The design and intent of our reading curriculum is to promote the skills and strategies that ensure pupils leave Queensmead as independent readers and confident speakers, who feel comfortable within environments where books are discussed and enjoyed.

A concise mix of direct instruction and the systematic teaching of reading underpins our reading curriculum. A range of comprehension strategies are taught to all pupils to support their development as readers. These support their understanding and comprehension of the text and the ability to confidently approach any new vocabulary encountered. Our teaching of reading can be broken into four main areas: Synthetic phonics, Shared and Guided Reading and the development of our pupils love of reading.

Early Reading and Phonics

Implementation and Intent

For our youngest pupils the teaching of synthetic phonics is the first formal teaching of reading they receive. It is essential that these lessons are consistently structured and taught daily. Alongside this, there is regular consolidation across all lessons and the multi-sensory reinforcement of sounds taught, which is crucial to our teaching of phonics. Once a child has a secure phonetic knowledge and can decode fluently, they are able to comprehend what they have read. Pupils are regularly assessed to identify gaps or sounds that are not yet concrete.

Phonic awareness helps the development of reading by segmenting and blending sounds: pupils in EYFS, Y1 and 2 are taught a systematic phonics programme.

Intervention and Support

While quality first teaching underpins our ethos at Queensmead, there will always be pupils who require additional support. These pupils are supported through a range of interventions that are offered both in class, to small groups and individually. Pupil Premium pupils are targeted for accelerated progress.

Shared Reading

Intent and Implementation

Within Key Stages One and Two, pupils are taught through shared reading sessions. These weekly lessons enable our teachers to model the comprehension strategies and wider decoding that is needed for pupils to access our reading curriculum. By watching and engaging with shared reading pupils are exposed to highly skilled readers who model the reading process following the 'Think aloud' model. Each session focuses on a given comprehension strategy. These are taken from a progression of reading skills that are used to plan reading sessions for all pupil and, they outline the expectations and pitch for all year groups. This ensures that groups are challenged and supported as appropriate.

During shared reading, pairs of pupils are given time to practise the comprehension strategy in a learning environment where they feel confident, supported and able to 'think aloud' while using sentence stems linked to each reading strategy. Those pupils who require additional support will be pre-taught vocabulary and supported by adults in the room to help accelerate their comprehension skills, while decoding is taught to them in guided and one-to-one

reading. In Lower Key Stage Two, decoding is still taught through shared sessions, so pupils can use previously taught strategies to read challenging vocabulary they encounter.

Guided Reading

Intent and Implementation

The time spent by an adult with a child during guided reading, is essential to their development as a reader. It is during these sessions that a teacher develops their understanding of what the child can and cannot do as they read. Pupils work in carefully levelled groups allowing the class teacher to 'drop-in' to a pupil's reading, to check their understanding of key vocabulary, the comprehension strategy taught and respond to any assessment for learning that will help that child progress. Within guided reading sessions pupils are given time to apply the comprehension strategy taught during the shared session, while allowing the teacher to assess pupils' understanding of the text.

Practising oracy and discussion skills form part of our guided reading sessions, especially for pupils where decoding skills are secure. This achieved through the sharing of a 'Talking Point' at the end of every guided session. Children are encouraged to share views and opinions informed by their reading in the session. This enables them to respond to a text at a deeper level.

To enable pupils to work within small groups and maximise one-to-one teaching time, independent learning activities are given to other groups of learners. These consist of the independent application of the comprehension strategy, vocabulary development activities or phonetic and decoding tasks for learners who require additional support within these reading domains.

Development of a love of reading

Intent and Implementation

The development of reading is an essential part of our reading curriculum. We hope that positive experiences of reading and the enrichment of all aspects of our curriculum with high quality texts will motivate and inspire lifelong reading. Three key principals underpin our development of a love of reading.

- Home Reading
- The reading aloud of high-quality texts to pupils for pleasure
- Participation in Reading for Pleasure initiatives

Home Reading

It is essential that children are stimulated to read regularly, this includes in-school reading for pleasure and at home. We aim to provide all children with a reading book that is changed regularly and is well matched to their independent reading level. Our library aims to meet the needs and interests of all pupils and offers a wide range of fiction, non-fiction, and poetry. This is further supported by in class libraries, which are regularly updated, to engage all pupils and expand their understanding of the world around them.

Pupils are taught to express likes and dislikes of authors and to make informed choices that continue to develop their own interests through reading. We aim involve children in the book buying process, carefully selected pupils, choose books that will challenge and interest readers. These discussions are facilitated by independent bookshops and children's librarians. Parental engagement is essential for effective home reading this is something we

strive to improve. We offer a range of regular parental workshops to support parents when reading at home with their children.

The reading aloud of high-quality texts to pupils for pleasure

All classes experience the reading of high-quality texts aloud during the school day, during English lessons or part of planned time. This enables our pupils to discuss and enjoy books developing their listening comprehension and love of reading. We believe this supports our overarching ambition to create lifelong readers, who will in the future share these books they have enjoyed with their family and friends. Quality texts are chosen by class teachers to appeal to the interests of the class and link to whole school themes.

Participation in Reading for Pleasure initiatives

To further support reading for pleasure, we ensure that children are provided with a range of reading experiences. These include 'Our Best Picture Book' (Year 2), 'Our Brilliant Book Club' (All year groups) and 'Our Best Book' (Year 6). Authors and story tellers regularly visit the school to enrich children's reading experiences. These provide opportunities to discuss their own opinions of books, exposure to new modern texts and develop reading communities within Key Stages and classrooms. All of our classes are named after authors who are specifically chosen for their wide and varied use of vocabulary.