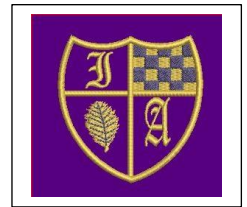


Reading Curriculum

Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Ivingswood Academy, we believe that ability to read is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond. Our curriculum has been designed to ensure that pupils have opportunities to develop a love of reading. Our aim is to ensure that pupils gain a thirst for reading a range of genres and participating in discussions about the books; exploring the language used by different authors and the impact the written words have on the reader. Our curriculum has also been designed to ensure that pupils not only read for pleasure but to use books to research and gather new knowledge to extend their understanding.</p>	<p>Reading is an important part of our curriculum and is an integral part of all our lessons. At Ivingswood Academy, we teach reading through:</p> <p>Discreet comprehension lessons: At Ivingswood Academy, we teach lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils will be taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text. This is taught using a range of high quality materials, including Ashley Booth's programme, The Teaching Booth.</p> <p>Reading for Pleasure Sessions & Library time: At Ivingswood Academy, we encourage our pupils to read for pleasure and to read widely. In these lessons, pupils explore books, developing their reading skills and their ability to understand the author's intent, connections, and links to their own experiences.</p> <p>Reading across the curriculum: At Ivingswood Academy, we maximise opportunities for pupils to read, through all our lessons. These lessons teach of reading whilst increasing the pupils' knowledge and understanding of the topics being taught in History Geography, Science and the wider curriculum.</p> <p>Each Key Stage within the school focuses on age-appropriate skills and uses a range of strategies and interventions to support the pupils.</p> <p>In EYFS Reading is taught through shared reading, using large print books and picture books. Pupils are taught the process of reading, learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Pupils explore skills such as sequencing, prediction and retrieval. Using the Read, Write Inc. phonics programme our pupils are taught the initial sounds.</p> <p>In Key Stage 1, we use Read, Write Inc. for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. Reading is taught through a shared reading approach using large print books that are rhythmical and have repetitive patterns. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information. In Year 2, pupils are taught reading through a whole class approach using RWI where needed. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information.</p>	<p>Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the RWI programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently. Attainment in reading is measured using statutory assessments such as the end of EYFS, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our own reading attainment through the use of RWI half termly and screening</p>

From Year 2, we teach reading through a whole class approach focusing on the curriculum domains. We use SATs style comprehension questions to ensure consistency across the Key Stages. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they can make justified responses using evidence from the text. Pupils explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age-appropriate texts linked to the topics being studied. Children who require additional phonics support in KS2 are provided with high quality phonics interventions through to Year 6.

assessments, PIRA reading papers and ongoing teacher assessment. More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.