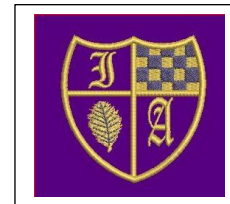


Reading Curriculum

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.</p> <p>Our curriculum has been designed to ensure that pupils have opportunities to develop a love of reading.</p> <p>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.</p> <p>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>In Nursery, 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. Pupils are taught pre-phonics skills through short and effective activities that develop their auditory awareness, visual discrimination, visual memory and speaking. In the summer term, Nursery pupils are taught Phonics using the Read, Write Inc. Nursery phonics programme where they learn the initial set 1 sounds. Pupils are given a sound chart to display at home to practise their initial sounds.</p> <p>In Reception, Year 1 and Year 2, we use Read, Write Inc. for our phonics programme. Read Write Inc teaches pupils to read accurately, fluently and with good comprehension. Pupils learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, they then learn to read the same sounds with alternative graphemes. Pupils learn 'red words' which you cannot 'Fred talk' to read the word. Pupils have phonics lessons everyday where they learn a new sound, review previously taught sounds and read storybooks that are closely linked to their phonetic knowledge. Pupils read their storybook three times in class before taking it home to show their fluency and confidence. Pupils also take home a 'book bag book' which is new and exciting, the sounds in this book is closely link to their class storybook.</p> <p>Once Pupils have completed the Read Write Inc phonics programme, pupils move onto the Read Write Inc. Comprehension programme. This is usually when pupils are in Year 2. Pupils read a range of fiction and non-fiction texts. These texts are the ideal length for pupils' reading stamina at this stage. The programme is designed to inspire children to want to keep reading and to help them to gain confidence to read more widely. This programme develops vocabulary, grammar and composition. Children who are in the Comprehension programme, take home a reading book linked to their appropriate reading level.</p> <p>Children who are in KS2 that still need additional phonics support are provided with high quality phonics interventions through to Year 6.</p>	<p>Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1.</p> <p>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 Read Write Inc. Phonics programme.</p> <p>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.</p>

From Year 3 to Year 6, we use a whole class approach to teach reading. We use the VIPERS approach which focusses on teaching Vocabulary, Inference, Prediction, Explain, Retrieval, Summary and Sequence to support pupils to read a wide variety of texts. We teach lessons which focus on developing pupils' level of understanding of the texts through discussion, written and oral tasks; and the exploration of new vocabulary.

Reading for Pleasure Sessions & Library time: At Ivingswood Academy, we encourage our pupils to read for pleasure and to read widely. In these sessions, pupils explore books, developing their reading skills and their ability to understand the author's intent, connections, and links to their own experiences. In EYFS and KS1 teachers read pictures book or short chapter books daily. In KS2, pupils get the opportunity to read for pleasure as well as have a class text. Each week, pupils visit the relevant Ivingswood library to choose a book to take home to promote a love of reading. This book is to share with their adult at home.

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.

Additionally, we track our own reading attainment through the use of RWI half termly and screening assessments, NFER 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.