



INTENT

Rationale:

At Buglawton Primary School, our English curriculum is designed to be accessible to all so that every child knows more, remembers more and understands more. At Buglawton we believe that all children can achieve in reading. We do not hold pre-conceptions about any child’s ability to make progress – it is our aim to help all children reach and exceed their potential. Reading is a life skill and the ability to read is required to access many areas of learning across the wider curriculum. The ability to understand and use language enables children to explore and interact successfully with the world around them, communicate their feelings, thoughts and ideas with confidence and develop skills essential for life-long learning. At Buglawton, it is our responsibility to support all children in unlocking their ability to read and comprehend text.

Ambition:

Our intent is to:

- Create a reading curriculum that is progressive and builds on previous learning
- Develop children’s confidence and accuracy when reading and develop children’s ability to comprehend a range of text types
- Provide an engaging platform for reading in our school, where children see books, text and reading as an enjoyable activity
- Promote a love of, and enthusiasm for, reading
- Provide a range of appropriate and engaging texts for children to enjoy.

IMPLEMENTATION

In order to implement our intent, we have:

- Opportunities for whole school and class enrichment
- A methodology that focuses on understanding specific and relevant vocabulary
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum
- Planned opportunities for home learning tasks to consolidate and extend knowledge and skills
- A clear structure to the Guided Reading process
- A subject leader who monitors teaching and learning to improve standards and outcomes
- A link governor who liaises with the subject leader in order to monitor and improve standards
- A curriculum that meets the needs of all pupils (including SEND and PPG pupils)
- Daily reading opportunities for all children (individual, guided, independent)
- A range of guided reading, independent reading and comprehension activities, carefully structured to meet individual learning needs
- VIPERS question stems to prompt discussion and analysis of text
- Comprehensive and progressive ‘assessment’ documents to assess and subsequently plan appropriate next steps
- Termly PIRA reading tests
- A reading scheme where early readers progress through book bands and are benchmarked at least termly
- Extra-curricular opportunities to participate in Reading activities – visits to the library, celebration of World Book Day, Scholastic Book Fairs
- A culture that fosters a love of reading

- Leadership and staff who place importance on reading through routinely hearing children read (individually and in groups), read to children and place quality texts at the heart of teaching and learning.
- Reading areas that children can access, containing a range of engaging and appropriate texts.
- Opportunities to read across all subject areas for information and enjoyment.

IMPACT

Through implementing the above:

- We are aspirational for all our children to achieve age related expectations
- Children will read confidently, fluently and comprehend a range of text types
- Children will make at least good progress from their starting point
- Children will foster an enjoyment of reading
- Classrooms will provide engaging and exciting reading areas and opportunities
- Teaching will address children's individual learning needs
- Children's progression in reading will have a positive cross-curricular impact.