



Reading at Gaskell Primary School

Intent:

To develop imagination, wonder and awe through the use of high quality texts, cross curricular reading and experiences. All children are taught to read and given tools to support their development. Every child should be able to read for pleasure in order to create a lifelong love of reading.

Why do children at Gaskell Primary School need to study Reading?

Learning to read is about listening and understanding as well as working out what's printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. Phonics is an essential way of helping children how to read, write and spell and children at Gaskell begin our Phonics program – **Read Write Inc (RWI)** when they are ready in order for them to become confident and fluent readers. Reading allows us to be transported from our own world to another. Between the pages of a book, we can become immersed in the lives of fictional characters and learn about a culture entirely different from our own. We can also learn new words and phrases, experience a range of emotions, and acquire skills and knowledge.

What are the aims for the Reading Curriculum?

- To develop a love of books and reading
- To teach all children to read
- To talk passionately and excitedly about the books they have read
- To deliver a structured and consistent whole school approach to Reading
- To develop a range of reading strategies and skills: fluency, accuracy, understanding and response to different texts
- To develop the knowledge of different authors, poets and illustrators

The National Curriculum for Reading aims to ensure that all pupils:

- To read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language



What values and drivers underpin the current curriculum content?

At Gaskell we have key values and drivers which support our children *'to become successful citizens in today and tomorrow's world'*. In Reading we show:

Happiness: We use different reading and drama techniques and styles to express our emotions.

Empathy: We explore current and global topics to develop our opinions and thoughts about the world around us.

Ambition: We aspire to be excellent communicators and readers.

Respect: We respect our local community, wider community and the world around us.

Resilience: We appreciate some aspects of reading can be tricky and learn from our mistakes.

Tolerance: We respect that others may have different opinions to us and we can share them without judgement.

Self-confidence: We are confident in our abilities, trying new strategies and styles to become self-assured communicators

In Reading we are:

Healthy Pioneers: It is important to us that all members of our school family are healthy – physically and mentally. Throughout life, our children will face many difficult challenges and need to have the physical and mental resilience to be successful and happy. Through developing vocabulary, children will be able to understand and express their emotions. Being able to read allows pupils to become immersed in texts

World Citizens: We believe our children need to develop an understanding about where they live and the wider world. Through learning about the world, we want them to understand their role in today and tomorrow's world by developing respect and tolerance towards the environment, communities and religions. Children are encouraged to challenge themselves to gain high aspirations about what their future 'world of work' may look like. Through Reading, we teach the children about the world around them through high quality texts, making links to other subject areas and use of ICT. Reading is a life skill.

Avid Adventurers: We are passionate that children are excited about the real world. We believe that a curriculum rich in real life experiences develops confidence and resilience. Through reading, we can provide opportunities for pupils to use their imagination and apply their reading and communication skills.



Confident Communicators: We believe that our children need to develop the skills to work well with other people. Children need to know how to speak and listen with respect in a variety of different situations. They need the ability to read well and read widely as this broadens horizons, develops imagination and provides a rich vocabulary through which to construct knowledge and understanding of the world. Being able to write confidently, for a range of purpose and audiences, will be reflected as a key skill in our curriculum to develop this ability.

Creative Minds: In our school, children will be engaged by a curriculum rich in creativity and expression. They will be encouraged to express themselves through the medium of dance, music, art, design and drama which can all be linked to and taught as part of the Reading curriculum.

How are British Values taught through Reading? British values, including those of mutual respect and tolerance of those with different faiths and beliefs are embedded in the Reading curriculum. We promote tolerance through different people's ideas, creative responses and understanding of different cultures. Pupils are encouraged to question and explore what Reading is studied. Reading in Britain is studied through the curriculum. Pupils have the opportunity to work independently and as a team to build resilience and self-belief through tasks, sharing ideas and resources, peer assessment and supporting each other.

Reading Intent, Implementation and Impact

Why has the specific content knowledge been selected?

The National Curriculum gives coverage for reading. We have designed the Reading curriculum to ensure it is well-sequenced, has a clear progression and end point. Teachers use texts that are cross curricular and challenge pupils. Reading books are matched to the phonic ability of individual children so that they are able to read with fluency and pace.

Why is it taught in the order that it is?

The National Curriculum gives a broad coverage for Reading. This allows us to be selective as to when the units of work are taught. We have designed the Reading curriculum to ensure it is well-sequenced, has a clear progression and end point. Reading for pleasure, and vocabulary is at the heart of the curriculum. We have made cross curricular links with other aspects of the curriculum such as topic, which run through the writing curriculum to allow children to deepen their knowledge and understanding whilst giving plenty of opportunity for long term memory links.



How are Reading lessons taught at Gaskell Primary School?

- Phase 1 (Letters and Sounds) is delivered in EYFS
- Teaching Phonics (RWI) at the earliest point and continued until pupils are ready for comprehension – this includes KS2.
- Reading lessons are based on cross curricular texts and taken from the Literature Spine in order to expose pupils to high quality fiction and poetry.
- Non-Fiction texts are introduced through Topic lessons.
- Guided Reading (KS1) - Teachers plan for small groups of children (of similar ability) to read as a group with the teacher, the texts are matched to their phonic ability but contain an element of challenge. Objectives are taken from the NC.
- Whole class Reading (KS2) Teaching the whole class instead means that all pupils can read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher's expert explanations, modelling, questioning and feedback.

What is the impact?

Children will develop a love of reading and take this with them through life. Their reading skills enable them to access the world around them. Reading fires up imagination, develops intelligence and helps to develop a general world view, thus, our pupils will become avid readers who enjoy reading widely.