



## Curriculum Principles in Reading



We know that our children need:			
To develop their understanding of the wider world.	To raise aspiration for all.	To develop their vocabulary	
We know this because:			
Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum.	Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be.	We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary.	
These are important to ensure our children:			
<p>Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated.</p> <p><b>Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society.</b></p> <p>Are <b>SUCCESS</b>ful, well rounded, responsible young people who make a positive contribution to their community and beyond.</p>	<p>Continually strive to learn more, know more and be the best version of themselves.</p> <p><b>Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond.</b></p> <p>Work together so that all can achieve their potential with the knowledge that <b>SUCCESS</b> is in our hands.</p>	<p>Are confident, articulate and successful communicators.</p> <p><b>Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency.</b></p> <p>Can achieve <b>SUCCESS</b> throughout the curriculum and the wider world by constantly developing speech and language.</p> <p>Have a love and a passion for reading.</p>	
Therefore, our curriculum is based on the following principles:			
<p style="text-align: center;"><b>Memory (inc. knowledge)</b></p> <p>Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our children will be ready for the challenges and opportunities of the future.</p>	<p style="text-align: center;"><b>Opportunities</b></p> <p>We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies.</p>	<p style="text-align: center;"><b>Vocabulary (inc. Reading)</b></p> <p>Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.</p>	<p style="text-align: center;"><b>Equality and Equity</b></p> <p>Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.</p>

**In Reading this is evidenced through:**

<p>High quality phonics/ early reading interventions/ groups during and after school</p> <p>Use of FFT to ensure consistent provision and development of a range of skills</p> <p>Reading areas in every classroom Story time in each class at least 3 x per week</p> <p>The Letters and Sounds programme is followed in F1 through to Year 2.</p> <p>Early Reading is taught in all year groups from F1 to Year 6.</p> <p>Every lesson children get the opportunity to continuously revisit prior learning during the review and reflect part of the lesson design</p> <p>Use of assessment tools to help retain children's learning.</p> <p>EYFS and KS1 undertake Letters and Sounds assessments every half term to address any needs and identify the gaps.</p> <p>KS2 undertake PM benchmarking assessments every term to assess reading comprehension, fluency and sight reading.</p> <p>FFT is used to plan reading lessons in KS1 and KS2. These objectives are progressive</p>	<p>Curriculum is underpinned by high quality texts</p> <p>Reading for Pleasure is encouraged across school.</p> <p>World Book Day is celebrated by all children every year in March.</p> <p>Star reader in KS1</p> <p>Promotion of reading – Bug club/ reading for pleasure incentives/ reading at home incentives</p> <p>Rise and shine reading with parents</p> <p>Children have the opportunity to use the Fiction and Non-Fiction reading sheds in their classes and during unstructured times.</p> <p>Reading at home at least 3 times a week is expected of all children throughout school.</p> <p>Incentives are given to children for reading at home – whole class rewards as well as raffle tickets and star reader awards.</p> <p>Phonics and Early Reading is used in all subjects – particularly English, Guided Reading and Curriculum.</p>	<p>Curriculum is underpinned by high quality texts</p> <p>Vocabulary rich environments in every classroom</p> <p>Working walls are consistent through school and expose children to high-level vocabulary, WAGOLLS and misconceptions.</p> <p>The vocabulary is revisited to support the children's long-term memory and is revisited in the review and reflect section of the lesson design.</p> <p>Key vocabulary identified from texts and displayed</p> <p>Phonics working walls are used in EYFS and KS1 classrooms.</p> <p>Reading working walls are used in all KS1 and KS2 classrooms.</p> <p>Sound buttons are used on walls and displays in EYFS and KS1 classrooms.</p> <p>Flashcards are used in classrooms to revisit and review phonemes and graphemes learnt.</p> <p>Children in EYFS, KS1 and spotlight children in KS2 are given a decodable</p>	<p>High quality texts underpin the curriculum from various authors</p> <p>Quality first teaching in Phonics and Early Reading allows all children to access the learning.</p> <p>Learning is scaffolded up, so all children aspire to know and learn more.</p> <p>Whole class teaching happens in all classes. Children that have gaps in their knowledge will be identified for interventions to close the gap.</p> <p>Support provided in lessons for children when required to allow all children to make progress.</p> <p>Rise and shine reading with parents</p> <p>Engagement with the reading Hub to enhance provision</p>
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<p>and expand on the national curriculum objectives for each year group.</p>	<p>National Nursery Rhyme week is followed in the Autumn term in EYFS.</p> <p>National Storytelling Week is celebrated across the school.</p>	<p>reading book matched to their phonics ability.</p>	
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