



Reading

Curriculum Intent, Implementation & Impact

Intent

At Kiwi Primary School, we intend to instil a love of reading in each and every one of our children. By balancing learning to read alongside building an enjoyment of books and other texts, we believe it builds lifelong, confident and independent readers. In addition to this, we believe that it is key for academic success.

We intend to expose our children to a range of authors and text types, meaning they are able to understand more about the world of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. This is reinforced through our curriculum, whereby children are encouraged to be resilient in their learning, and take the challenge of reading in their stride. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Implementation

Children take part in daily reading sessions, where they are exposed to a range of different text types.

In Key Stage One and EYFS, we use a whole class reading approach, working on their age-related skills based on the National Curriculum and exploring assessment questions, understanding how to answer them effectively. Each class takes part in a weekly book club where children are able to engage in informal book-talk and nurture a love of reading.

In Key Stage 2, children explore text types and authors through our Talk for Reading sessions. This approach follows three stages: an introduction phase which enables a basic understanding of the text, an investigation phase to deepen that understanding and an independent phase which allows children to demonstrate their skills through independent application. Book club is a timetabled session which all classes take part in weekly. Classes from upper key stage 2 are partnered with classes from lower key stage 2 and half of each class join for a social reading session alternating between the library and the story-tellers hut.

In school, the children have access to the library, where there is a wide range of books for them to choose. The children have weekly sessions there and can take books home to read. Children also take books home from their phonics level, or book band, and they move up by being tested on their fluency and comprehension to ensure that they can both read and understand the text. Reading at home is encouraged and promoted. They are expected to read 5 times a week and have this signed off by a parent/carer.

Children are read to by their teacher on a daily basis using their class book, where they will discuss the text and answer questions linked to it. They also engage in Reading Buddies, where they share stories with children from different year groups. Reading is also considered as part of the wider curriculum, through the use of language-rich classrooms and curriculum. In class, there are reading areas with books to suit different interests and current topics being studied. Key vocabulary to support their understanding of their topics is consistently displayed. This is further supported through various buzz points that the children partake in throughout the year such as World Book Day; these allow the children to further experience reading through engaging and exciting activities.

What happens if my child needs additional support?

Children in Year R and Year 1 participate in daily catch-up Little Wandle sessions if they need additional support to keep up with their peers. As well as participating in class reading practice sessions, children in Year 2 – 6 participate in the Little Wandle Rapid Catch-up Programme. These daily sessions are tailored to individual needs and focus on a phonic based approach to reading. Some children participate in the Little Wandle individual SEND programme to ensure they make rapid progress.

Impact

Children will have a love of reading from a range of genres and authors. They will apply strategies they have been taught to decode words, and will not solely rely on phonics understanding, helping them to utilise a wider vocabulary.

Through the use of reading records, parents/carers will have a good understanding of how to best support their child at home and further increase their confidence with reading.

Academically, the percentages of children working at ARE and GD within each year group will be at least in line with national averages. By the time they leave Kiwi, they are fluent and confident readers who can access a range of text types for enjoyment and to support their further understanding of the curriculum.