



## Whole School Curriculum Design: READING INTENT – IMPLEMENTATION - IMPACT



### Intent

At Corbridge we ensure all pupils have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. First and foremost we want our pupils to develop a love of reading both widely and diversely.

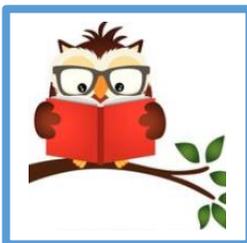
Reading is an essential tool to access the curriculum, to engage and make sense of knowledge and to explore, question and respond to the world. We provide our pupils with a good knowledge of a range of authors so that they can understand more about the world in which they live through the knowledge they gain from texts.

By the end of their time at Corbridge, all children should be able to read fluently, and with confidence, in any subject in preparation for their transition to middle school. We follow a progressive phonics programme from EYFS to KS2 and our reading curriculum sits alongside this to enrich opportunities for all pupils.

Our reading curriculum offer is designed to provide our pupils with the knowledge, skills and understanding to have an excellent comprehension of texts, including both literal and inferred meanings. We want our pupils to be able to think critically about the purpose and audience of a text. It is fundamental that our pupils have a wide vocabulary and understanding of the conventions of reading. This includes being curious and interested in new words, what they mean and where they come from. Our pupils will be able discuss and compare themes across different texts as well as reason and justify their opinions and viewpoints. We want these skills to be transferable so that they can apply knowledge of reading to their own writing.

### SMSC

We ensure our pupils explore stories from different places and cultures through access to a range of books including traditional and folk tales as well as a range of fiction and non-fiction texts from a range of cultures and social backgrounds. We encourage our pupils to reflect on what they read and to make comparisons to their own experiences, including moral and social dilemmas.



### Impact

The impact of our reading curriculum and progression through our core concepts ensure clear progress, sustained learning and transferable skills as well as a love for books. By the time our pupils leave Corbridge, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books. Our children are confident in evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects in the curriculum. Pupils of all abilities will be able to succeed in their reading and will be ready to read in any subject.

### Implementation

When designing our curriculum we focus and progressively build on the following core concepts:

**Word Reading – Learning to decode words using segmenting and blending to build fluency, confidence and word recognition.**

**Sentence Reading – Understanding that groups of words express meaning and to read sentences, with an awareness of punctuation, checking understanding and that they make sense.**

**Vocabulary – talking about what they read encourages use of language and new words. Learning to explore and work out the meaning of new words in context develops understanding and builds a bank of vocabulary for their own use.**

**Comprehension – Understanding what is read is crucial. Predicting, summarising and retrieving demonstrate a secure understanding. Inference reflects a deeper understanding and appreciation of what they read.**

**Enquiry – Discussing and comparing texts and themes, supported by reasoning and justification for these, helps children to select appropriate texts to match purpose. Expressing opinions and preferences is encouraged in order to develop a love of reading and celebrate diversity. Not enjoying a text is acceptable.**

Reading is taught both discretely and through the wider curriculum. We recognise the value of varied texts and use books, e-books, articles, newspapers, pictures and audio books to challenge the normal conventions of reading. We place high importance on providing wider reading opportunities in each year group daily. This can be through class story time, children's favourites; access to bookshelves and class libraries as well access to e books and virtual libraries. We value reading for pleasure and enjoyment and encourage repetition and recall of stories by heart. We recognise the importance of reading areas and role play and incorporate reading in to our outdoor learning too.

When selecting texts for children, we consider a range of factors including their phonics stage of development and knowledge of wider key and tricky vocabulary. We have a whole school book-banded reading scheme that ensures progression in both word reading skills and comprehension. The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a level before moving to the next level. Robust running records aid assessment and tracking. We encourage a strong home-school partnership and all pupils have a home-reading record where they indicate how much and how well pupils have read.

All classes integrate high quality guided reading sessions in to our English offer. Guided reading texts come from a range of sources and are matched to the specific skill being taught. We use reading vipers to focus questioning and skill development.