

Barnfields Primary School: Reading Curriculum

	Subject Leader Curriculum Intent, Implementation and Impact Overview									
Subject Quest: Acquire knowledge and make meaning for practical application or when reading for pleasure.										
	The Three Core Concepts at Barnfields									
ELIGNAL	Phonics	Quality Text		Speaking and	Reading Response	Reading Culture				
Fluency	PHONICS	century reac	-2	Lísteníng	Remaining Response	Renaring Culture				
				J						
Intent		Supporting Research		Implementation		Impact				
From the moment that child	-	The Reading Framework: teaching		and Year 1, children are taug	-	Children leave Year 1				
Barnfields Primary School	-	the foundations of literacy (January		atic phonics programme (Little		reading at age-related				
reading is prioritised. H	-	2022)		Sounds). Phonics lessons take place daily and build on the		expectations				
expectations drive our re	-	Guidance on phonics and securing		n's recall of GPCs in addition to						
curriculum to ensure that all		early reading.		words. Reading books are carefully selected to match each child's		Children read books that				
develop into confident, ca				reading ability, ensuring that they are fully decodable. At this		are well-matched to their				
readers.	Reading	Reading Reconsidered by Doug		crucial stage of learning to read, children in Reception and Year 1		reading ability				
		Lemov		ith a teacher or teaching assist						
		Discussing the importance of text		week focusing on decoding, prosody and comprehension. Regular		Children are able to				
		selection, Doug Lemov explains the 5		and rigorous assessment allows for keep-up sessions to take place		understand the books				
		plagues of reading and how these		for children who are at risk from falling behind. From Year 2, a		that they read by				
	-	can expose children to a wide range		rapid catch-up programme is taught to those children who have		themselves and by others				
		of texts. He champions the approach		not yet secured their phonic knowledge to achieve the expected						
		of close reading to fully understand complex texts. Additionally, he		f fluency expected by the end	of our phonics programme.	Children enjoy being successful at reading				
	explains	explains the importance of prior		When children successfully complete the phonics programme,						
	knowledge	and vocabulary to reading	colour	banded Big Cat Collins are ass	igned to them for their					
	compre	hension and describes	reading	g books from purple to lime. O	nce children are confident					
	strategies	to develop best practice.	and ca	pable readers of lime books, th	ney complete a star reader					
				Accelerated Reader to allocat						
		and Science of Teaching		es their reading-age. All childre						
	Primary	Reading by Christopher		ecked weekly to monitor the te	–					
		Such		municate between school and						
At Barnfields Primary School		explores the technical and		nfields Primary School, we follo		Children are excited about				
<i>is at the heart of all that we do; it is</i> practical aspects of how children				ading curriculum is coherent a		reading and engaged in				
our aim to nurture a lifelong		ead, demonstrating how		n develop skills in fluency and		lessons				
reading though a curriculur	n where signif	cant research can be	their e	ducation. Quality texts are ma	pped out across the school to					

Subject Quests/Core Concepts:

At Barnfields Primary School, we understand that all subjects seek to do something – or rather the people engaging in them are seeking to do something, either collectively or individually. Once we understand the intended nature of each subject, we can then consider at greater length the knowledge that is to be imparted. These 'quests' and 'Core Concepts at Barnfields' enable us to engage in informed discussions and decisions around curriculum planning and teaching in the classroom.



children learn to read with confidence, fuency and understanding. Each day, children are exposed to he wonders of high-quality texts which inspire a sense of awe and wonder, develop their imagination and allow then to grow culturally, socially and emotionally.				
children are exposed to the wonders outcomes. Content and age-appropriate challenge. Children continually build on their reading skills gense of ave and wonder, develop their imagination and allow them to grow culturally, socially and emotionally. Cosing the Reading Gap by Alex Quigley From Year 2, children are taught reading skills through discrete lessons which takes place four times a week. Developing Children continually build on their reading skills grow culturally, socially and emotionally. Barriers to reading are explained and practical strategies are given to create a rich reading culture that enables every pupil to thrive in reading. From Year 2, children are taught reading skills through discrete lessons so that children gain a deep understanding of the text. Teacher secognise the importance of building fluency, vocabulary knowledge and background knowledge to enable children to gain expertise and confidence to develop as a skilled reader. Reading skills are mapped out to ensure that learning is coherent independent reading to model comprehension strategies and independent reading to model comprehension strategies. Summative assessment is made of children's reading ability using teacher knowledge from lessons, children's reading ability. Jaccelerated Reader quizzes and NEP Reading tests. This is recorded on Target Tracker are not reading targerelated expectations or who have not made at least expected progress, are quickly identified and interventions are put in place to support these children. Freiden test. Heading for pleasure is an important part of our school culture. Reading for pleasure is an important part of our school culture. Reading for pleasure is an important part of our school culture. Reading for pleasure is an important part of our school cu	children learn to read with confidence,	interpreted in different teaching		Children are exposed to
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Education Endowment Foundationschool library fortnightly giving them the opportunity to select aEducation Endowment Foundationbook that inspires them to take home and read for pleasure. WhenResearch shows that children makethey have finished reading a book, they have the opportunity tomost progress when taught readingquiz on it using Accelerated Reader to check their understanding.comprehension strategies throughPassing quizzes on the books they read is incentivised andmodelling and supported practice.successes are celebrated within classes and assemblies. Additionalto curriculum time, our school librarian opens the library at		class reading approach and a planned	home to enjoy and share with an adult which are changed every	
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		modelling and supported practice.		
lunchtime so that children have a quiet place to read or exchange				
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Subject Quests/Core Concepts:

At Barnfields Primary School, we understand that all subjects seek to do something – or rather the people engaging in them are seeking to do something, either collectively or individually. Once we understand the intended nature of each subject, we can then consider at greater length the knowledge that is to be imparted. These 'quests' and 'Core Concepts at Barnfields' enable us to engage in informed discussions and decisions around curriculum planning and teaching in the classroom.



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	their book for a new one. Ten pupils from UKS2 take on the role of librarian to support with the opening of the library at lunchtimes.	
	In order to continually promote our reading culture at Barnfields, each class in KS2 has a 'Reading Champion' who works with the English Leader to build on the range of books available in the classroom, read, review and recommend books to their peers and be positive reading role models.	
	Teachers are role models for their class by reading aloud to the children for fifteen minutes every day; sharing their enthusiasm and creating excitement around the special joy of reading a good book.	
Developing a culture of reading at Barnfields Primary School is fundamental to the progression of the children not only in reading but across all other subjects. Reading is	Pupils read a range of books across the curriculum, engaging in wider research, both online and through fiction and non-fiction texts. Where possible, books are selected to link with the current unit of work to support their developing knowledge (e.g. Windrush Child by Benjamin Jephaniah) when learning about the Windrush	Children read a range of material to support their learning All children have access to
recognised as the key to extending vocabulary, improving communication	in History.	high-quality reading books
and building knowledge so that children can delve deeper into the curriculum.		

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