



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					
Fluency	Phonics	Quality Texts	Speaking and Listening	Reading Response	Reading Culture
Intent	Supporting Research	Implementation		Impact	
<p><i>From the moment that children join Barnfields Primary School, early reading is prioritised. High expectations drive our reading curriculum to ensure that all children develop into confident, capable readers.</i></p>	<p>The Reading Framework: teaching the foundations of literacy (January 2022) Guidance on phonics and securing early reading.</p> <p>Reading Reconsidered by Doug Lemov Discussing the importance of text selection, Doug Lemov explains the 5 plagues of reading and how these can expose children to a wide range of texts. He champions the approach of close reading to fully understand complex texts. Additionally, he explains the importance of prior knowledge and vocabulary to reading comprehension and describes strategies to develop best practice.</p> <p>The Art and Science of Teaching Primary Reading by Christopher Such</p>	<p>In EYFS and Year 1, children are taught to read through a systematic phonics programme (Little Wandle for Letters and Sounds). Phonics lessons take place daily and build on the children’s recall of GPCs in addition to blending and segmenting words. Reading books are carefully selected to match each child’s reading ability, ensuring that they are fully decodable. At this crucial stage of learning to read, children in Reception and Year 1 read with a teacher or teaching assistant at least three times a week focusing on decoding, prosody and comprehension. Regular and rigorous assessment allows for keep-up sessions to take place for children who are at risk from falling behind. From Year 2, a rapid catch-up programme is taught to those children who have not yet secured their phonic knowledge to achieve the expected level of fluency expected by the end of our phonics programme.</p> <p>When children successfully complete the phonics programme, colour-banded Big Cat Collins are assigned to them for their reading books from purple to lime. Once children are confident and capable readers of lime books, they complete a star reader quiz on Accelerated Reader to allocate them a book band which matches their reading-age. All children have reading diaries which are checked weekly to monitor the texts, frequency of reading and to communicate between school and home about reading.</p>		<p>Children leave Year 1 reading at age-related expectations</p> <p>Children read books that are well-matched to their reading ability</p> <p>Children are able to understand the books that they read by themselves and by others</p> <p>Children enjoy being successful at reading</p>	
<p><i>At Barnfields Primary School, reading is at the heart of all that we do; it is our aim to nurture a lifelong love of reading though a curriculum where</i></p>	<p>This book explores the technical and practical aspects of how children learn to read, demonstrating how significant research can be</p>	<p>At Barnfields Primary School, we follow the National Curriculum. Our reading curriculum is coherent and progressive to ensure that children develop skills in fluency and comprehension throughout their education. Quality texts are mapped out across the school to</p>		<p>Children are excited about reading and engaged in lessons</p>	

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.



<p><i>children learn to read with confidence, fluency and understanding. Each day, children are exposed to the wonders of high-quality texts which inspire a sense of awe and wonder, develop their imagination and allow them to grow culturally, socially and emotionally.</i></p>	<p>interpreted in different teaching contexts to maximise reading outcomes.</p> <p>Closing the Reading Gap by Alex Quigley Barriers to reading are explained and practical strategies are given to create a rich reading culture that enables every pupil to thrive in reading.</p> <p>Hooked on Books by Jane Considine Jane Considine’s approach to reading advocates a mix of ‘book talk’, demonstration reading to model comprehension strategies and an independent reading to apply taught strategies.</p> <p>Ashley Booth’s Reading Curriculum Ashley Booth champions the necessity of reading to children for 15 minutes a day. Alongside this he has been successful with a whole class reading approach and a planned strategy for questioning.</p> <p>Education Endowment Foundation Research shows that children make most progress when taught reading comprehension strategies through modelling and supported practice.</p>	<p>ensure that children are exposed to a variety of texts that provide ample opportunities for vocabulary development, engaging content and age-appropriate challenge.</p> <p>From Year 2, children are taught reading skills through discrete lessons which take place four times a week. Developing comprehension skills, alongside fluency, is the main focus of these lessons so that children gain a deep understanding of the text. Teachers recognise 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 and progressive.</p> <p>Summative assessment is made of children’s reading ability using teacher knowledge from lessons, children’s reading workbooks, moderation (both internally and externally), Accelerated Reader quizzes and NFER reading tests. This is recorded on Target Tracker and monitored by teachers and the leadership team. Children who are not reading at age-related expectations or who have not made at least expected progress, are quickly identified and interventions are put in place to support these children.</p> <p>Reading for pleasure is an important part of our school culture. Reception and Year 1 have class library books that children take home to enjoy and share with an adult which are changed every week. Children from Year 2 to Year 6 are timetabled to visit our school library fortnightly giving them the opportunity to select a book that inspires them to take home and read for pleasure. When they have finished reading a book, they have the opportunity to quiz on it using Accelerated Reader to check their understanding. Passing quizzes on the books they read is incentivised and successes are celebrated within classes and assemblies. Additional to curriculum time, our school librarian opens the library at lunchtime so that children have a quiet place to read or exchange</p>	<p>Children are exposed to ambitious vocabulary</p> <p>Children continually build on their reading skills</p> <p>Children achieve age-related expectations</p> <p>Children make good progress in reading</p>
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		<p>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.</p> <p>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.</p> <p>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.</p>	
<p><i>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 recognised as the key to extending vocabulary, improving communication and building knowledge so that children can delve deeper into the curriculum.</i></p>		<p>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 in History.</p>	<p>Children read a range of material to support their learning</p> <p>All children have access to high-quality reading books</p>

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