



## Reading Curriculum Intent and Implementation

### Reading Intent

At Bandon Hill, we dare to dream. Our mission is to encourage **daring, resilient, enquiring, ambitious** and **motivated** readers, providing them with the skills and enthusiasm to tackle a variety of different texts throughout their school journey. We aim to inspire children to be daring readers by deliberately choosing quality texts from diverse authors that challenge pupils through addressing 'five plagues of Reading' (Doug Lemov, *Reading Reconsidered*) and offer children 'mirrors, windows and sliding doors on to the world' (Rudine Sims Bishop). We offer a reading diet that reflects children's current identities, develops empathy through exploring the lives of others and provides escapism into imagination.

Our intentions in reading are for children to:

- Develop the skills of decoding, fluency and comprehension
- Be **daring** in the texts that they choose to read.
- Encourage **resilience** and independence in reading; to ensure that children are not deterred by texts that may be deemed as 'too challenging'.
- Equipping the child with the skills to effectively read and understand challenging texts
- Nurture inquisitive and **enquiring** attitudes through engaging and stimulating texts
- Encourage **ambitious** text choice that stretch and challenge
- Empower children to be **motivated** readers and understand the importance of reading for pleasure

### Implementation

There is a focus from the outset to ensure the basics are learnt effectively. We use a validated phonics scheme Little Wandle. We have a relentless focus on ensuring every child becomes a reader. This means that children have knowledge and skills of decoding, fluency and prosody alongside language comprehension by the end of Key Stage One as well as a developing appreciation for books and reading for pleasure. These skills are developed in Key Stage Two, as children are taught to sequence, draw inferences from authorial choices, compare and contrast texts, express and justify their opinions and preferences across an increasing range of genres.

At Bandon Hill, we teach the National Curriculum as a minimum entitlement.

EYFS – Daily phonics build up children's phonetic knowledge through the Little Wandle programme. A relentless focus on decoding is a priority and reading practice sessions are used to develop fluency, prosody and comprehension. Literacy/English sessions grow children's meaning-making skills from early skills such as book orientation, page awareness, word and sentence awareness, use of pictures to overall organisation of the text. Pupils' comprehension skills are further developed through listening to and engaging with a repertoire of traditional tales and contemporary stories with characters and events which can become internalised as background knowledge. Poetry and songs are used systematically to develop children's knowledge of rhyme and rhythm of English language and to develop a love of language.



Year 1 – Little Wandle phonics continues. Children practise their reading skills three times a week in a group matched to their phonic attainment. They read the same book three times; once for decoding practice, once to develop prosody and once to develop comprehension. ‘Real books’ are taught in English lessons where the same text is used for reading practice and writing stimulus. Pupils revisit the print versions of familiar stories from EYFS as a shared event and begin to explore a growing range of picture books by diverse authors which develop their background knowledge.

Years 2 – 6 - We teach through a skills-based approach to reading comprehension.

- to decode with accuracy and fluency
- to read aloud with prosody as a way of ensuring comprehension
- to retrieve information in order to aid comprehension including to summarise longer passages
- to infer from the language and grammatical choices made by an expert author
- to sequence events and make predictions based on evidence from previous events
  
- to discuss and compare a wide range of literature, expression personal preferences and justifying them

Skills are taught explicitly through three reading lessons a week and then applied to two different text extracts, chosen from quality texts which exemplify the skill. The extracts are chosen from a range of fiction, non-fiction and poetry to ensure a rich and varied diet of reading.

### **Impact**

As well as consistently above National average outcomes for children at the end of each Key Stage, our children love reading.

Our regular pupil surveys show 90% of children either like or love reading and read at least three times a week for pleasure at home. They enjoy a range of author visits, local library trips and weekly sessions in our inspiring library.