



Curriculum Focus on Reading KS2



Intent: Enjoy – Enquire - Excel

We aim to:

- Develop a love and **enjoyment** of reading
- Build knowledge through a broad, vocabulary-rich curriculum, with a skills-based focus that values practical opportunities and encourages the children to **enquire**
- Offer high quality teaching with **high expectations** for all
- Relate themes and skills from reading to everyday life and maximise opportunities for it in our environment.
- We give children a firm foundation on which they can build at secondary school
- Offer visits and visitors to further champion the subject.

Implementation: How? (organisation)

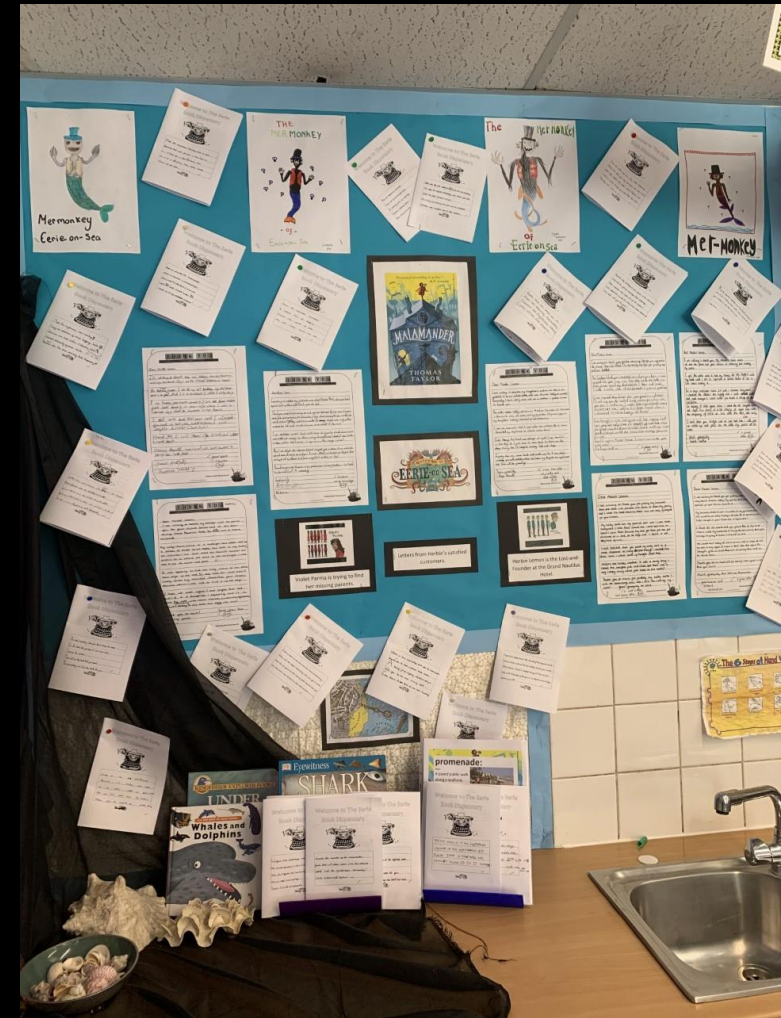
- Reading is taught predominantly through whole class reading in Key Stage 2 through 3-5 whole class sessions a week. Some guided group reading is used at the start of year 3.
- We choose high quality texts to inspire a love of reading. Novels include challenging texts that focus on real world issues and different cultures. We use a mixture of classic and modern fiction.
- Poetry, playscripts and non-fiction are also taught throughout the year. Children have the opportunity to read about real world issues in our weekly news assembly and children's newspapers.
- Reading encompasses our school values: Enjoy – Enquire - Excel

Whole Class Reading

- Use of whole class novels to inspire learning:
- Letters from the Lighthouse by Emma Carroll
- Brightstorm by Vashti Hardy
- The Middler by Kirsty Applebaum
- Shackleton's Journey by William Grill
- Cogheart by Peter Bunzl
- The Boy at the Back of the Class by Onjali Rauf



Inspired by Authors!



Work inspired by Peter Bunzl's Cogheart



Reading for pleasure

- Guest parent readers
- Mixed age group reading
- Poetry Slam (Reciting poems aloud)
- Book token prizes for completed
- Book marks
- Lunchtime book club
- Reading Ambassadors
- Teachers recommend books



Visits from the Reading Therapy Dogs





World book day events



During world book day, children read with other classes. We have held extreme reading competitions, dressing up and book characters made from potatoes!

Inspiring Book Corners



Teacher Development

Teacher enjoyment of reading developed through involvement in the Reading Teachers=Reading Pupils programme. This has led to involvement in a national project, the chance to meet authors at the Everyman Event, professional development through regular meetings, interaction with authors through social media and the exposure to new novels.

It has also led to the development of lunchtime book club and reading ambassadors.



Reading Progression

Reading is assessed through regular teacher assessment, pupil progress meetings and end of year summative tests using standardised scores. Gaps are addressed through early intervention e.g. Dancing Bears, Bearing Away, Alien Adventure, daily reading, Barrington Stoke and small group comprehension. The bottom 20% of readers are identified and children have additional support through phonics, daily reading and comprehension. Reading ages are calculated to identify needs and monitor progress.

WE TALK ABOUT READING AT STAFF-MEETINGS AND INSET - FOR EXAMPLE

Discussion of VIPERS

Sharing resources

Our new phonics scheme

Library reorganisation

We make links with our local secondary school

Liaison with Balcarras School
Transition meetings in year 6

The MFL co-ordinator completes a MER cycle annually, reporting to SMT and the MFL governor.

Pupil voice

Book look

Teacher questionnaire

Observations

Learning walk

Resources

Data shared with governors

IMPACT - evidence

At Glenfall, we have **enquiring, motivated, resilient learners**, who speak of their love of reading with enthusiasm.

Reading at Glenfall is fun! We link our novel to writing, art, history, geography and science.

Expert **visits and visitors** inspire a love of reading