



KS1 Reading at Little Bowden

Curriculum

In EYFS and KS1 our children will be developing the following skills:

- *Word recognition (decoding)*
- *Developing a knowledge of vocabulary to understand texts*
- *Identify and explain key aspects of fiction and non-fiction texts*
- *Identify and explain the sequence of events in texts*
- *Make inferences from the text*
- *Predict what might happen on the basis of what has been read so far*

Intent

At Little Bowden we understand that learning to read is the single most important factor in a child's education, underpinning everything else. We aim to equip our children with the skills to read independently alongside instilling a love for words and language. Reading is woven through all curriculum subjects, with opportunities to practise and apply a repertoire of reading skills.

Implementation

Daily Phonic Lessons

Our school follows the highly successful Read Write Inc programme for teaching phonics and guided reading in EYFS and KS1. This programme allows for a rigorous approach to the teaching of early reading and writing. Children have 20 minutes speed sound sessions daily followed with a 10 minute, writing activity to give children the opportunity to decode and encode the phonemes and graphemes taught. All children read a Read Write Inc book clearly linked to their phonic knowledge and the matching book bag book is also sent home. By teaching early reading in this way, we can ensure children have the opportunity to repeatedly apply their phonetic knowledge so that it is deeply embedded.

Whole class and guided reading

In EYFS and Year 1 children will have Reading Practise in small groups, three times a week, using the same decodable book to practise decoding, prosody and comprehension. The books are allocated to each group depending on current phonic assessments.

From Year 2, children are explicitly taught the skills of reading (for example: fact retrieval, inference, word meaning, etc.) during both small group and whole class reading sessions tailored to individual need. As with writing, lessons are always taught within the context of a high-quality children's text. Children are taught to handle books with care and respect. In Year 2, children regularly use Reading Journals to respond to their reading.

Reading for pleasure

All children are encouraged to read for pleasure. We promote reading for pleasure by providing access to a rich and varied literary heritage through our book corners, whole class story books, quality texts used to support our writing units, weekly visits to the school library, visits from theatre companies and book fairs. Our KS1 Reading Spine has been carefully selected to ensure that our children are exposed to a broad range of

high-quality texts, including poetry, fiction and non-fiction, by both current and traditional authors and illustrators. Progression is developed through the year groups and recurring tales or themes allow our children to learn how stories can adapt and change.

Additional Support

Children who are identified as needing extra support are given additional 1:1 reading practise, and catch-up interventions which take place in all year groups to close the gaps in learning.

Impact

Assessment

Teachers formally assess children three times a year combining assessment against the National Curriculum expectations and their own professional judgements. Misconceptions are addressed during lessons (when possible) and through marking; children are given the opportunity to respond. In pupil progress meetings, teachers identify children who would benefit from catch up interventions and their progress monitored every half term.