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|  | Twyning School |
| **Reading Curriculum Intent**At Twyning, we believe that the teaching of reading is integral to a child’s understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. Furthermore, we know that reading pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too. As children move into Year 2 they begin reading comprehension session 4 times a week. This continues through to the end of year 6. This is where children take an extract of a text and using our ‘reading dogs’ look at predicting what might happen next, what vocabulary has been use, retrieval of information, using inference to make judgements on the text and to look at the sequence of ideas within the text as a whole. At Twyning School, we have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.**Intent** * To ensure that all children begin to develop the comprehension skills needed to better understand any text.
* To help children gain a life-long enjoyment of reading and books.
* To develop and ensure ann children can read accurately, fluently and with understanding;
* To ensure that all children will be able to read with expression, clarity and confidence;
* To help all children develop a good linguistic knowledge of vocabulary and grammar;
* To ensure all children can read and respond to a wide range of different types of texts;
* To develop a deeper level of emotional intelligence and empathy in all children.

**Implementation** * In Year 2, they move on to accessing the Accelerated Reader programme, which ensures all texts independently read are accurately matched to pupil ability to ensure progression and challenge for all children.
* All children from Year 2 and above complete the initial Star reader assessment to identify their ZPD.
* All staff and the English lead use Accelerated reader reports generated by the initial assessment and the accelerated reader quizzes to identify specific areas of need linked to the reading content domains to identify the areas of need for individual or groups of children
* Books are carefully selected by the children within their ZPD to develop their love for reading within a range suitable for them.
* Each reading comprehension lesson has a clear focus, so these new skills are learnt and practiced without overloading the working memory of the child. Each week a new skill is taught and practiced to cover all areas of comprehension; prediction, vocabulary, retrieval, inference and sequencing.
* We timetable daily phonics lessons for any child in Year 2 who are not fully fluent at reading or have not passed the Phonics screening check. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Little Wandle Letters and sounds revised ‘rapid catch up’ programme.

**Impact** * Children will make progress through in line with Year Group expectations and make progress from their own individual starting points.
* Children will begin to make progress through the different areas of comprehension and will become confident in using these skills when faced with an unfamiliar text.
* Gain a life-long enjoyment of reading and books.
* Read accurately, fluently and with understanding;
* Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
* Be able to read with expression, clarity and confidence;
* Develop a good linguistic knowledge of vocabulary and grammar;
* Read and respond to a wide range of different types of texts;
* Develop a deeper level of emotional intelligence and empathy;

**Learning through Achieve, Create, Enjoy** |