

Altmore & Lathom Schools Federation

KS1 Reading Curriculum Intent/Policy

Subject Lead: Kelly Grove



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

<p style="text-align: center;">Intent What will take place before teaching in the classroom? What are we trying to achieve?</p>	<p style="text-align: center;">Implementation What will this look like in the classroom? How do we deliver our curriculum?</p>	<p style="text-align: center;">Impact How will this be measured? What difference is our curriculum making?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Ensure that our school values are at the heart of the curriculum design • Ensure that I have appropriate time to develop, monitor and support staff in my subject • Provide an adequate budget to ensure that standards can continually be raised. • Support opportunities for my own professional development 	<p>The teacher sequence will:</p> <ul style="list-style-type: none"> • Review prior learning • Incorporate a range of different opportunities for children to learn vocabulary linked to texts that are being read. • Incorporate as many opportunities as possible for children to 'talk.' • Provide 'Talk for writing opportunities.' • Guided reading with an adult happens daily with the class teacher or TA focussing vocabulary, retrieval based questions, inference type questions, opportunity for prediction, explain, retrieve, summarise • Read for pleasure and show a love for reading. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed ability to use phonic knowledge at their stage of development to decode and blend for reading • A secure understanding of the key techniques and skills to answer comprehensions skills. • A good knowledge of reciprocal reading and the different strategies in Reciprocal Reading • A secure use of subject specific vocabulary allowing them the confidence to discuss their own work and identify their strengths and areas for development in Reading • Knowledge of their favourite books and why these are their favourite books • Knowledge of different genres.
<p>As a subject leader I will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more phonic knowledge and develops them as readers and writers • Ensure an appropriate progression of reading skills and knowledge is in place over time so that pupils are supported to be the best readers they can be, and challenge teachers to support struggling readers and extend more competent ones. 	<p>The classroom will:</p> <ul style="list-style-type: none"> • Showcase children' work to celebrate their achievements. These displays will also display topic vocabulary to support children in their 'talk.' • Table tops will display interactive questions and texts linked to the subject at hand – cross curricular. • Provide appropriate quality texts for each area of the curriculum. • Be organised so that pupils can work in small groups or whole class as appropriate to support children in their development of their skills. 	<p>Displays and books will show:</p> <ul style="list-style-type: none"> • Children have had opportunities for practice and refinement of skills. • Clear differentiation of support ensuring every child's specific needs are targeted and addressed • Opportunities for children to predict, summarise and answer differentiated comprehension questions. • That children, over time, evidence they have embedded and subsequently built on the early phonic skills in order to continue to develop as a reader. <p>As the subject leader I will:</p>



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<ul style="list-style-type: none"> • Provide regular training for all staff which addresses elements for development identified through rigorous monitoring. • Keep myself up to date with new initiatives and reading skills and share these with staff to make sure reading is always current. • Continue to think of ways and new strategies to 'empower' our parents to able to support their children's reading at home. 	<p>The children will be :</p>	<ul style="list-style-type: none"> • Work closely alongside the Phonics lead to ensure children are making progress through the RWI scheme and children who are falling behind are having effective intervention. • Work closely alongside the Phonics lead to ensure children who have successfully completed the RWI scheme have appropriate provision to further develop them into confident readers. • Celebrate the successes of pupils through planned displays and on the spot recognition • Collate evidence over time which evidences that children know more and remember more • Monitor that standards in my subject to ensure the outcomes are at the expected standards • When applicable, provide CPD support to ensure that the impact of my subject covers a breadth and depth of learning • Consider how well our children are prepared for the next stage of their education • Ensure all children, including disadvantaged and SEN, have made progress • Report to Governors about the above mentioned items
<p>The class teacher will, with support from myself:</p>	<ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a reader because they know how to be successful. • Safe and happy in reading lessons which give them opportunities to explore their own reading and writing skills development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses musical skills and knowledge • Develop reading skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. • Enthusiastic readers who love to read a wide range of genres. 	
<ul style="list-style-type: none"> • Plan carefully structures learning to ensure they meet the needs of all pupils in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best reading teaching. 		