



Our Reading Curriculum

Reading at Bishop's CE Primary Academy

Subject Leader: Mrs Toni Glennon

'Learning to live life in all its fullness in our safe and happy community.'

We know our children well and keep them; **SAFE, HAPPY & LEARNING** every day. Our school is a **family** and we share **six Core values**.



To have a culture of respect, where friendships are important and we forgive to grow together. We have courage to aim high, we persevere to achieve and serve all on our community's journey. As shepherd's we include everyone in our safe and happy school to live life in all its fullness.

Jesus was God's shepherd on earth and his flock was not just for his followers but was open and included anyone - open to all. At Bishop's CE Academy our community is diverse and is our flock, we serve that flock as its shepherd to ensure everyone is able to learn and achieve by being safe and happy.

Biblical Reference: John 10: 1-21

"Reading and writing float on a sea of talk" (Britton, 1970)

Intent

The teachers at Bishop's Primary Academy strive to enable our children to become enthusiastic independent readers, confident storytellers, poets and writers through access to high quality texts. We provide our children with opportunities to develop their English/Literacy skills through reading, writing, drama, questioning and research. It is our aim to enhance the vocabulary of all children and reduce the word gap throughout school.

The Bishop's Primary Academy is committed to engaging and inspiring children to develop and foster a life-long love of reading. Alongside our Power of Reading approach to reading and writing, Destination Reader is taught throughout Key Stage 2.



Our Reading Curriculum

Reading:

Our aim is for all children to:

- 🎯 To develop a consistent approach to reading across KS2.
- 🎯 Enjoy reading and to value books.
- 🎯 To be exposed to a rich and varied vocabulary.
- 🎯 To have access to high quality texts in all classrooms for all lessons.
- 🎯 To have regular opportunities to explore and enjoy our wonderful school library.
- 🎯 To enjoy being read to by an adult.
- 🎯 To be memorably engaged in their English lessons.
- 🎯 To dive deep into a text through drama and role-play and express themselves creatively and imaginatively.

Our aim for all teachers:

- 🎯 To develop a consistent approach to reading across KS2.
- 🎯 To draw on best practice in teaching reading.
- 🎯 To have a consistent approach to developing vocabulary.
- 🎯 To accelerate children's progress in reading.

Our School aim:

- 🎯 To provide a curriculum in line with the requirements of the National Curriculum.

Implementation

Power of Reading - an inclusive approach to teaching reading, writing and developing oracy skills

Power of Reading texts are carefully chosen to offer optimum opportunities for language comprehension; to enhance the wider curriculum areas of study, and to help build a broad and rich vocabulary that will enable children to have a better understanding of their topics and wider learning. Children will experience a variety of text types and learning approaches, will read, be read to, rehearse, perform and debate. All children will have daily Power of Reading English lessons and will develop their language comprehension skills through quality texts and enthusiastic teaching. Children in Key Stage 2, who are still working on their decoding skills, receive additional support to enable them to access all activities.

Implementation

Destination Reader - a whole class approach to teaching reading and developing oracy skills.

Destination Reader has been implemented to ensure a consistent approach to teaching reading in Key Stage 2. In order to raise the quality of the children's discussion about texts, regular Destination Reader reading sessions incorporate whole-class teaching, the explicit teaching of vocabulary, reading strategies and learning behaviours. This approach not only teaches children to read at a deeper level, it also supports the development of a true love of reading, it draws on good practice, pedagogy and research, which enables the children to become confident, skilled and independent readers. In addition, this approach to reading supports teachers to plan engaging and interactive lessons, and to deepen their understanding of the teaching and assessment of reading.



Our Reading Curriculum

We believe that reading for pleasure and purpose are key aspects of children's success in reading. The Destination Reader approach provides a means with which a culture of 'reading for pleasure' can be developed. Teachers and children explore and learn about texts collaboratively to enable pupils to develop a deeper understanding of texts, develop oracy skills and motivate children to read for pleasure, purpose and to increase the breadth of their reading.

Impact

By the time our children leave our school in Y6, it is our aim that every child will be a confident fluent reader and performer. They will have acquired an enriched vocabulary and will have a deeper understanding of the meaning in the texts they read. Children will have a natural desire to choose to read for pleasure and enjoyment. Children will feel confident when articulating their ideas and thoughts. We aspire to ensure our children leave us as confident, accurate readers with the skills to equip them for the next chapter of their journey through their school life and beyond.



Our Reading Curriculum

DESTINATION READER

Destination Reader complements a rich reading culture. Sessions focus on high levels of pupil engagement and improved independence, increased motivation to read for pleasure and engagement in more meaningful dialogue. The approach involves regular sessions incorporating whole class modelling, partner work and independent reading to deliver structured daily reading sessions at KS2.

Age appropriate texts are chosen to support, in the first instance, the reading strategy focus and where possible to support wider learning across the curriculum. The use of high quality texts ensures that the children receive a wide expose to a range of fiction, non-fiction and poetry.

POWER OF READING

Power of Reading whole class texts are carefully chosen to offer optimum opportunities for language comprehension; to enhance the wider curriculum areas of study, and to help build a broad and rich vocabulary that will enable children to have a better understanding of their topics and wider learning.

READ WRITE INC. (RWI)

We value the importance of phonics as an underpinning tool to enable children to read and write. The teaching of phonics is an integral part of our curriculum in Reception, Year 1 and Year 2. We use a systematic synthetic phonics approach, following the Read Write Inc. programme. Read Write Inc. is carefully structured in order to teach children the phonic knowledge and skills, predominantly blending and segmenting, that they need in order to decode fluently. All children on the RWI programme are taught phonics every day and all children are assessed regularly so they work with other children at the same level. This allows all children to participate completely in lessons.

To enhance language acquisition and development, children who take part in RWI are also immersed into a language rich environment through the use of high quality texts that have been carefully selected to support their wider learning.

CLASS READER

A class reader is a text that is shared with the class daily, by the teacher. The teacher models reading the text with enthusiasm and expression with the aim of further developing the children's love of reading. Through the class reader, children experience a breadth of fiction books and a range of authors. Teachers sharing books enable the children to appreciate a good story.

LIBRARY VISITS

Each child is invited to visit the school library at least once a week to select a book to share at home. The children guided by the teacher, select an appropriate book, which grabs their interest and excites them. The children are taught how to select a book: looking at the cover, reading the blurb, reading the first few pages, looking for recommendations ... Sometimes the book selected will be above a child's reading ability however selecting a personal library book is all about choosing a book which a child wants to share and read with others.

READING RECORDS/LISTENING TO INDIVIDUAL READERS

To promote reading outside of school, all children are provided with a Reading Record. There is an expectation that children will read for at least ten minutes each night and returned the next day with a signature confirming the name of the book read and the page numbers. Where appropriate, children will be heard to read as individual readers.

READING JOURNEY DISPLAYS

Within each KS2 classroom, a 'Reading Journey' display outlining the key texts that the class have read and studied will be displayed to create a clear chronology of reading for the children to refer back to.