



## Reading Curriculum Offer

<b>Intent</b>	<p><b>Purpose:</b> Pupils will develop a lifelong love of reading and understand its many benefits. Pupils will learn to read competently and fluently and to apply these skills to new situations and further their own knowledge. Pupils will gain comprehension skills to enable them to access and interpret what they read, providing a gateway to a world of information. Pupils will develop a broad vocabulary, increasing their ability to articulate themselves effectively, as well as understand others.</p> <p><b>Relationships:</b> Reading is related to all other areas of the curriculum as well as many aspects of pupils' wider lives. It is the gateway to knowledge in any area pupils may wish to explore. Reading is taught alongside Oracy and writing, with explicit links being made between the three areas to support transferable communication skills and enhance children's imaginations. The skill of reading is consistently put into real life contexts, such as labels, signposts and instructions. Pupils learn about different genres and useful narratives which they can adapt for their own purposes. Pupils are encouraged to make conscious links between texts that they have read and discuss similarities and differences in style, content and theme.</p> <p><b>Impact:</b> Pupils' ability to read confidently and fluently will give them access to wider knowledge and improve their cultural capital. Through reading, they will find out about events, geographical areas and time periods beyond their own experiences, as well as broadening their creativity through access to imagined worlds. Reading will also improve pupils' understanding of people from varying backgrounds, promoting tolerance and inclusion and enhancing social skills. Reading for pleasure may help with pupils' social and emotional wellbeing, whilst reading for purpose will expose them to high-quality vocabulary, grammar and composition to enhance their own transferable English skills. Reading widely and deeply gives pupils tools to become engaging storytellers and skilled communicators in real life situations.</p> <p><b>Metacognition:</b> Teachers model their thinking when they are reading. Pupils are taught to verbalise the different skills required to read, including the use of 'VIPERS' terminology. Language games and grammar activities are used to draw attention to aspects of reading and support the relationship between reading and writing. Pupils are encouraged to recognise that different reading contexts (for example reading for pleasure or scanning a document for information) require different strategies. Perseverance is a key aspect of reading which is taught, encouraged and praised at Uplands. Pupils need to be active participants when reading and they are equipped with the interwoven skills to access a range of text types and challenge levels.</p> <p><b>Experiences:</b> High-quality and engaging stories are read to children by a variety of adults in different contexts. Pupils are exposed to a wide range of stimulating text types which challenge and extend them. A culture of 'booktalk' is promoted across the school where adults and children alike</p>
---------------	--



	<p>share and discuss reading preferences and experiences. A range of reading events take place in school such as 'Bookfest', a yearly reading festival, and weekly activities in the library such as 'book swap' to promote reading for pleasure. Trips and visits are planned to enhance reading experiences, such as a visiting author, or trip to the library or literary museum. Trips in other curriculum areas are enhanced by reading, for example research into paintings and artists before a gallery trip.</p>
<b>Implementation</b>	<p>Reading for pleasure is a key priority at Uplands. To encourage reading for pleasure, we have 'reading ambassadors' who run library sessions for pupils such as a 'book swap' (an opportunity for children to share their experiences of reading with each other and access a range of texts). Teachers invest time in reading high-quality, engaging texts aloud to pupils as well as discussing books which they have enjoyed. Initiatives such as 'reading challenges' are used across KS1 and KS2 to help keep pupils engaged with a range of challenging and rewarding literature as they become more independent. In Year 1, this is introduced as a sharing activity to take place at home to enrich early reading habits and generate conversations around texts and language use.</p> <p>Our Reading curriculum has been carefully planned by the teaching staff as a whole, to ensure progression in the following areas: decoding, comprehension and fluency. In EYFS, early reading is taught through 'Bug Club Phonics' to create confident and independent readers. Previously learnt GPCs are revised and revisited daily. Planning for progression in phonics is outlined in the Phonics and Spelling Long Term Plans. Throughout KS1 and wherever appropriate, pupils continue to use 'Bug Club Phonics' to revise and practise previous phonic skills and apply these to increasingly complex words. Care is taken to ensure pupils read texts which allow them to be successful whilst offering an appropriate level of challenge for them. Rereading for meaning, fluency and expression are always encouraged. Reading skills are also practised in context to achieve a purpose, such as following recipes or instructions.</p> <p>Reading skills from the National Curriculum are explicitly taught in reading lessons, including, but not exclusively, the terminology 'VIPERS'. Groups may be used to target particular pupils. All children read with an adult either 1:1 or within a group at least once a week. Pupils who are identified as working towards the expected standard for that year are read with at least three times a week. Support provisions are reviewed regularly to consider their impact and identify next steps.</p> <p>In EYFS and KS1, children's progress is regularly assessed through 'Bug Club Phonics' and in Year 1, children will complete the Phonics Screening Check. In Year 2 onwards, once 'Bug Club Phonics' is completed, further assessment is made through Benchmarking and from Year 3, Benchmarking and Salford tests are used to assess reading. In addition, comprehension papers and other activities may be used alongside teacher</p>



	<p>judgement through weekly reading with a child. Statutory testing also takes place in Year 6.</p> <p>Pupils are considered to be GDS if they are able to effectively apply decoding and comprehension skills to more complex and challenging texts within age appropriate material. This may include discussing themes and making comparisons across different texts, including those which they have read independently.</p> <p>Teachers use high quality texts to support learning in all subjects so that reading can both enhance and be enhanced by other curriculum areas. Stories and poems are internalised in order to be retold or re-enacted by pupils.</p> <p>Reading for pleasure is encouraged throughout daily story time, where teachers read high-quality texts to expose children to rich language, writing techniques and nurture a love of reading. Where appropriate, teacher ask questions based on the VIPERS skills.</p> <p>As part of our drive to build a reading community, regular updates on reading and book recommendations are included in our weekly newsletter. Many members of staff are part of a 'book club' where we share recommendations and continue to promote a culture of reading across our stakeholders.</p> <p>Writing skills are used when recording learning and enhanced by understanding of word, sentence and composition skills. Oracy skills are practised throughout Reading lessons, providing opportunities for pupils to discuss and share ideas in the form of group work, debates and hot seating.</p> <p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p>
<b>Impact</b>	<p>Pupils can read confidently and fluently, which gives them access to a wide range of knowledge and opportunities.</p> <p>Pupils have a lifelong love of reading, which can be passed on to future generations. They understand the many benefits of reading.</p> <p>Pupils' cultural capital and world knowledge is richer for accessing a range of texts.</p> <p>Pupils understand and can use a wide and varied vocabulary and understand ways to continue broadening their understanding of word meanings. Children have strong grammatical skills.</p>



	<p>Pupils can translate reading skills into writing and oracy skills, and are adept communicators in real life situations.</p>
--	--

	<p>Pupils can actively apply a range of comprehension skills in order to understand demanding texts.</p>
--	--