Curriculum Rationale

ENGLISH - READING

INTENT

- Build strong foundations in early reading through the systematic and consistent teaching of phonics using Read Write Inc., enabling children to become accurate, fluent and confident readers.
- Develop fluent, skilled readers who can understand, discuss, question and respond thoughtfully to increasingly challenging texts.
- Put high-quality, vocabulary-rich texts at the heart of learning, exposing children to great stories, poetry and non-fiction across the curriculum.
- Ensure our books represent our school community and wider world, so that children can see themselves reflected in texts while also encountering different lives, cultures, experiences and perspectives.
- Create a strong culture of reading for pleasure, where books are valued, shared, discussed and recommended and where children develop their own identity as readers.
- Keep our library exciting and current, investing in contemporary authors and new releases so that children experience the pleasure, responsibility and value of choosing and borrowing books.
- Ensure every child can become a reader, identifying gaps early and providing appropriate support so that disadvantage or additional needs do not become barriers to reading success.
- Develop lifelong readers who understand that learning to read opens doors: enabling them to read to learn, explore new ideas, develop empathy and prepare for their future.

IMPLEMENTATION

- From EYFS through to Year 3, we follow a rigorous timetable of Read Write Inc. (RWI) sessions which is protected and adhered to consistently. This ensures that the systematic teaching of phonics and early reading remains a priority.
- Children in EYFS and KS1 are assessed against RWI targets every six weeks. Children are then re-grouped according to their current stage of reading development, ensuring teaching is closely matched to need and that children receive appropriate challenge and support.
- Reading progress is carefully monitored so that children at risk of falling behind are identified quickly. Additional practice and targeted intervention are used to help children keep up and catch up.
- Comprehension skills are developed through the high-quality whole-class texts used within our Pathways to Write curriculum. Key comprehension skills are also taught and practised discretely, enabling children to retrieve, infer, predict, summarise, make connections and discuss authors' choices with increasing confidence.
- From the end of Year 2, Accelerated Reader supports children in becoming increasingly independent. Children begin to 'own' their reading progress, choosing books within their Zone of Proximal Development (ZPD) and completing a quiz after finishing each book. This provides motivation, immediate feedback and encourages children to take responsibility for their reading journey.
- STAR Reading assessments are completed each half term. These provide teachers with valuable information about children's reading development and support the forensic monitoring of individual progress. Teachers use this information alongside their own assessment to identify gaps, provide appropriate challenge and determine next steps.
- Our Reading Lead and Librarian work together to maintain a high profile for reading across school. Reading milestones and successes are regularly showcased and celebrated, including our Word Millionaires and Half-Millionaires. In KS2, children who achieve their individual reading targets are recognised and rewarded each half term.
- Every year group has a carefully selected 'Favourite 5' collection of texts which children will encounter, share and enjoy together during the year. These books have been purposefully chosen to complement our curriculum and school ethos, including our No Outsiders approach, Rebel Heroes and Cornerstones projects. Reading these texts together creates shared reading experiences, encourages rich discussion and ensures every child encounters a carefully curated collection of memorable books during their time at our school.
- Our 1:1 iPads in KS2 put reading progress directly into children's hands. Pupils can access Accelerated Reader, quiz independently and monitor their own progress at home and school. Built-in accessibility tools help remove barriers, while easy access strengthens reading routines and supports every child to become a confident, independent reader.
- 'Complete Comprehension' sequenced activities to support reading skills across KS2.

IMPACT

- Children become fluent, confident readers, with secure phonics knowledge providing strong foundations for future learning.
- Children make strong progress from their individual starting points, with assessment used effectively to identify gaps, provide support and ensure pupils are appropriately challenged.
- Children understand what they read, developing the vocabulary and comprehension skills needed to discuss, interpret and respond thoughtfully to a wide range of texts.
- Children become independent and empowered readers, understanding their own progress, selecting appropriate books and taking increasing responsibility for their reading both at home and in school.
- Children develop a genuine love of reading, enjoying books for pleasure, talking enthusiastically about authors and texts, using the library and valuing the opportunity to borrow and discover new books.
- Children see reading as a window and a mirror, encountering books that reflect their own lives while also introducing them to different people, cultures, experiences and perspectives.
- Children leave our school as readers for life, understanding that reading gives them access to knowledge, imagination and opportunity and prepares them for the next stage of their education and beyond.

Curriculum Rationale

ENGLISH - READING

EYFS

In EYFS, we aim to nurture a love of books, stories, rhymes and language from the very beginning. Children explore a rich range of traditional tales, familiar stories, songs and nursery rhymes, developing the early skills and behaviours that prepare them to become successful readers.

- Children learn how books work – choosing books, holding them correctly, turning pages carefully and beginning to follow print from left to right.
- Traditional tales, stories and nursery rhymes are shared repeatedly so children develop familiarity, vocabulary, sequencing and an understanding of story structure.
- Children are encouraged to join in, repeat refrains, retell stories and learn rhymes by heart, building confidence, communication, memory and early phonological awareness.
- Reading is experienced holistically through continuous provision, with stories inspiring role play, small-world play, creativity, talk and imaginative experiences.
- Adults regularly read with and alongside children, modelling enjoyment, expression, prediction, questioning and conversations about books.
- Children develop important early comprehension skills, talking about characters and events, anticipating what might happen next and making connections with their own experiences.
- The partnership between home and school is central to early reading. Books are loaned regularly and early reading skills, rhymes and strategies are shared with families so that reading can be enjoyed and reinforced together at home.

KS1 & 2 FAVOURITE 5 TEXTS













LINKS

DfE NATIONAL CURICULUM FOR ENGLISH

READ, WRITE INC

ACCELERATED READER **PATHWAYS LITERACY**

Curriculum Rationale

ENGLISH - READING

ASSESSMENT CRITERIA

- We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
- We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
- We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts. We encourage the children to 'CONNECT".
- Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, digital quizzes and content creation, sketch books, independent tasks, work in books, pupil chats in lessons.
- Children are encouragaed to share their voice, verbally or digitally on how they think they are doing and what they enjoy about learning this subject. This is collated by the subject leader.
- To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year in addition, they retain key knowledge from prior learning.
- At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree. and are able to make connections independently.
- Peer audits provide quality assurance, moderation of standards and training across trust schools.

At Prescot Primary School and Nursery, we aim to:
Empower Today, Prepare for Tomorrow.