

English – Reading

Curriculum Intent

At Bressingham Primary School, we advocate that our English curriculum should be one that develops a love of reading. We intend to promote high standards and aim to develop a love of literature and promote the habit of reading widely and often, for both pleasure and information. We aim to provide children with high quality, diverse texts that boost cultural capital and encourage children to read widely and frequently. We are committed to equipping our pupils with the skills to acquire a wide vocabulary, and an understanding of grammar and the conventions of language features in different text types.

Our ethos through everything...



The poster features the school's logo and the motto "From tiny acorns, mighty oaks grow". It lists six agreements, each with an acorn icon and a colored background:

- A** We **aspire** to **achieve**
- C** We are **kind** and **collaborative**
- O** We are **open** and **honest**
- R** We **respect** ourselves, others, property, and the environment; we listen, we are gentle
- N** We welcome **new opportunities**
- S** We develop our **super learning powers** (we are resilient, resourceful, reflective and reciprocal)

Implementation

In EYFS and Year 1 we follow the Little Wandle phonics programme whereby children benefit from reading practice sessions three times a week. These sessions focus on the key skills of decoding, prosody and comprehension. From Year 2, we introduce whole

class reading lessons which also enable children to explore vocabulary in depth, develop prosody, their comprehension skills and foster a love of reading. Whole class reading sessions are carefully planned and structured in a four-part lesson, where comprehension focuses on the six skills of the VIPERS model (Literacy Shed): vocabulary, inference, prediction, explanation, retrieval and summarising.

We have a broad cross section of carefully selected texts both for whole class and individual reading which ensure children read widely and there is progression between year groups.

Impact

Our reading progression document ensures that skills in reading are embedded and built upon. In all year groups, children are regularly assessed and gaps quickly identified. Regular learning walks are carried out alongside book monitoring, pupil and teacher voice, to measure the impact and assess the implementation of the curriculum.