

Intent

At Highfields Primary School, our intent is to provide a rich and inclusive Reading curriculum that equips all our pupils with the necessary skills to become confident, fluent, and enthusiastic readers. We believe that reading is fundamental to every aspect of a child's education and personal development. Through our curriculum, we aim to foster a love for reading, cultivate critical thinking, and empower our pupils to effectively comprehend and analyse a range of texts. Moreover, we strive to ensure that our pupils develop a lifelong passion for reading, enabling them to access and enjoy a wide range of literature.

Implementation

We implement our intent through a carefully structured and rigorous Reading curriculum, which encompasses both whole-class teaching and individualised learning experiences. Key strategies and best practices underpin our approach to deliver high-quality Reading provision. These include:

Phonics Instruction:

We provide systematic and synthetic phonics instruction following the Little Wandle programme. Regular phonics sessions ensure that pupils develop strong decoding skills, fluency in blending sounds, and a secure understanding of phonetic patterns and grapheme-phoneme correspondences.

Wide Range of Reading Material:

We foster a stimulating reading environment by offering a wide range of engaging reading materials, including fiction, non-fiction, poetry, and digital resources. We ensure access to a well-stocked library and use age-appropriate texts that reflect the diverse cultural backgrounds and experiences of our pupils.

Reading Sessions:

In Reception and year one, we implement small-group reading sessions to provide targeted support and challenge to pupils at their individual phonic reading levels following the Little Wandle guidance. Our skilled staff deliver sessions showing fidelity to the phonics scheme with a focus of decoding, prosody and comprehension in taught sessions.

Once children have exited the Little Wandle programme, our skilled teachers and teaching assistants deliver 'Book Talk' sessions to enhance comprehension, promote reading fluency, and develop vocabulary using texts that match the children's reading ability.

Vocabulary Development:

We explicitly teach vocabulary, both within the context of Reading lessons and across the wider curriculum. We encourage pupils to use new vocabulary in spoken and written language to develop a deeper understanding of words and their meanings.

Shared and Modelled Reading:

Teachers actively engage students in shared and modelled reading experiences, where they demonstrate effective reading strategies, highlight text features, and model comprehension skills. This helps pupils develop the necessary skills and strategies for independent reading.

Reading for Pleasure:

We value reading for pleasure and allocate dedicated time for independent reading, allowing pupils to choose texts that capture their interests. We encourage pupils to discuss and recommend books to peers, fostering a sense of community and shared reading experiences.

Assessment and Feedback:

We use a range of formative and summative assessments to track progress and identify individual needs.

Impact

Our commitment to excellence in Reading has had a significant impact on our pupils' progress, attainment, and engagement. Evidence of this can be seen through:

Improved Reading Skills:

Pupils demonstrate improved decoding skills, reading fluency, comprehension, and inference abilities. They show a deeper understanding of texts across a range of genres and confidently apply a range of reading strategies to unfamiliar or challenging materials.

Progress and Attainment:

Pupil progress in Reading is strong, with an increase in the number of pupils achieving age-related expectations or exceeding them at the end of key stage two. Pupils from all backgrounds and abilities make good progress and achieve well, narrowing achievement gaps at the end of key stage two.

A Love for Reading:

Our pupils develop a genuine love for reading and become avid readers. They are seen reading independently, discussing books with enthusiasm, and recommending books to others. Pupils are confident in selecting appropriate texts and show an interest in reading for pleasure both in school and at home.

Cultural Capital and Knowledge:

Pupils are exposed to a wide range of texts that reflect diverse cultural experiences, thereby developing a broader understanding of the world and different ways of life. This exposure enhances their cultural capital and contributes to their personal, social, and cultural development.

High Engagement and Participation:

Pupils actively participate in Reading lessons, showing high levels of engagement and enthusiasm. They demonstrate increased confidence in sharing their ideas, opinions, and interpretations of texts, fostering a vibrant and positive learning environment.

Through our Reading provision, we ensure that all pupils at Highfields are equipped with the necessary skills, knowledge, and passion for reading, enabling them to succeed academically and fully embrace the pleasures of lifelong reading.