

Furneux Pelham School Curriculum

Statement of Intent, Implementation and Impact

"There is more treasure in books than in all the pirate's loot on Treasure Island."

Walt Disney

Subject: **READING**

Subject Leader: **Norma Blakeman**

Intent

At Furneux Pelham School we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. Reading is key for academic success but it is also our aim to promote and encourage wider reading amongst all our pupils and develop their love of literature through widespread reading for enjoyment. We wish to build a curriculum which develops a love of reading to help pupils know more, remember more and understand more. We are driven to ensure our pupils read easily, fluently and with good understanding. We want to allow all pupils to develop culturally, emotionally, intellectually, socially and spiritually, whilst allowing them to acquire knowledge and build upon what they already know.

Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.

Implementation

Teaching and Learning, Content and Sequence

All children have a daily 15 minute 'story time' session, where the teacher reads from a selected class novel/story. This is chosen from a list of recommended books by term and ensures a variety of genres are shared with the children throughout the year. These are high quality texts which the majority of the class would not be able to read independently and hence offers suitable challenge, either due to the complexity of vocabulary or subject matter. Vocabulary associated with the class reader should be displayed in the classroom and the story/novel should be referred to and discussed as much as possible.

Children in Years 3 – 6 have a daily 45minute whole class reading session. High quality texts form the basis of this, either using a complete text or linked extracts. Two sessions per week are based on the class novel and allow greater opportunities for developing the skills of prediction and summarising. The remaining three sessions are taken from the Ashley Booth resource lists or are devised by the teacher, following a similar format and offers all children a wide range of genres and styles. Children have the opportunity to read aloud during the three linked reading sessions but it is the teacher only who reads from the class novel/story, modelling parody and intonation. Each session begins with a quiz or a set of quick fire questions to ensure the children have maximum comprehension of the text, promoting a successful starting point for all children. This is particularly important where the class novel is concerned, allowing children's understanding and confidence to increase and gain maximum enjoyment as a result. New vocabulary is highlighted and discussed as part of the session. A range of questioning is used throughout a session and include those that focus on vocabulary, retrieval, prediction, summarising, sequencing, mood tracking, inference, deduction and explanations. The children's responses are recorded in a response journal except for the questions which involve partner talk.

The questions are discussed at the end of each session to allow opportunities for the children to share their ideas and learn from each other whilst providing valuable teaching time to ensure the teacher can model and demonstrate how certain questions are answered. It is important that the children are aware of the focus for each question and they learn how to be successful in answering them. The questioning can be carefully scaffolded for those who require extra support and time can be given to allow specific children to practice reading aloud.

Children in Years 1 and 2 follow a similar format twice a week, where the whole class session is based on the class reader. The children in Year 2 will always be given a response task to complete based on the previous day's session and another session will consist of a comprehension activity, alternating between a fiction and non-fiction text. The focus on the fourth day for the Year 2s is poetry, either a comprehension style activity or reading and performance. Time is given during the week to improving the fluency and prosody of reading amongst the Year 1s. This consists of either individual reading or a guided reading session where they are grouped accordingly.

In Early Years, the class reader is used for reading and writing activities. The teacher delivers two days of two sessions per week based on the current book. The time spent working on each book varies from one to three weeks. Once a week, small guided reading sessions take place, with each group receiving two adult supported sessions. Individual readers are also listened to once or twice a week.

Many of our classes have a set of books which have been selected for the age range and children are encouraged to borrow one of these 'special' books' to take home and enjoy.

We have Reading Ambassadors whose role is to promote reading for pleasure within school. Story sessions, aimed at particular age groups are organised by the older children and thoroughly enjoyed by all.

Impact

By the time children leave Furneux Pelham School they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They are also able to read confidently across different areas of the curriculum, ready for the next stage in their education.

Many of our children become avid readers, who read not only for pleasure but to aid their learning and understanding of the wider world.