

Curriculum Expectations

Reading



Subject Leader:
Abi Smith & Rosie
Howe

Curriculum Coverage

At Christ Church we recognise the vital importance of studying the English language. It is our aspiration for all of our children to be readers. Our intention for all of our children, irrespective of their needs, abilities or backgrounds, is to learn to read fluently and with understanding: we strive to ensure that no one falls behind. We aim to nurture readers who read widely and often, for both pleasure and meaning as a strong command of the English language is essential in supporting children to deal more successfully with all curriculum subjects, while enriching their lives beyond school.

How often?

Whole Class Reading
Daily Guided Reading
Daily Phonics in Reception
and KS1
Daily Class Text

By whom?

Class Teacher
with support
from Teaching
Assistants

Enrichment

Whole School Reading competitions: Read the height of an author
Rewards recognising skills and effort in reading:

Golden Tickets for the Book Vending Machine
'Crack the Code'

We regularly engage in whole school texts to promote a love for reading, invite in authors and learn about our Spotlight Authors.

What does a typical lesson look like? (include scaffolding)

Whole Class Reading: At least one English lesson per week is dedicated to Whole-Class Reading. Lessons focus on vocabulary development, the development of specific reading skills and immersion in a wide range of high-quality texts. A variety of fiction, non-fiction, poetry and classic texts are used, in order to further develop contextual knowledge and understanding. Differentiated question types are used to ensure the level of challenge is correct for all children.

Guided Reading: Guided reading occurs daily in Year 1 to Year 6. It provides the opportunity for dedicated focus on fluency and performance voice. Texts are carefully selected for the developing reading ages of all children. Children in Reception are read with weekly to develop their fluency, building up to reading in small groups to engage in discussions around reading.

Lowest 20% of Readers: Daily intervention for the children identified in each year group supports phonics knowledge, fluency and comprehension to enable gaps to be closed efficiently and effectively.

Which resources are used?

Planning is drawn from the National Curriculum and Year Group curriculum folders.

Bug Club is used to allocate books to children in Reception and KS1. Accelerated Reader is used to allocate books for children once they move on from Bug Club books.

Display expectations

All classrooms have a dedicated and interactive reading area with carefully selected books from a range of genres. Recommended reads are displayed and the current Class Text is displayed on the door. Display showing books read and quizzes passed celebrates class reading.

How is it monitored?

The subject leader monitors weekly planning, Guided Reading folders and assessments throughout the year; discussions with class teachers and teaching assistants who run reading interventions and pupil voice.

How is it assessed?

Assessment takes place using the triangulation of; daily reading in Guided Reading and Whole-Class reading, Bug Club and Accelerated Reader data, summative assessments and discussion with staff. This informs future planning/teaching and interventions. Children who are underperforming are identified and placed into intervention groups.