

## Trafalgar Junior School: Reading curriculum overview

Subject	Intent	Implementation	Impact
<p><b>English reading</b></p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <li>• word reading</li> <li>• comprehension</li> </ul>	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> <li>• <b>read</b> with increasing ease and fluency</li> <li>• <b>understand</b> and explain the content of a wide range of high quality texts</li> <li>• <b>appreciate</b> how a love of reading enhances their lives</li> <li>• read a range of genres for <b>enjoyment</b> and <b>information</b> to develop a love of reading</li> </ul>	<p><b>Supported by:</b> Letters and Sounds, colour banded books, Code, Bug Club, Nelson Comprehension, Centre for Literacy in Primary Education (CLPE), CLPE’s Power of Reading, Literacy Tree</p> <p><b>Word reading</b> includes:</p> <ul style="list-style-type: none"> <li>• <b>guided reading:</b> <ul style="list-style-type: none"> <li>• reading with the teacher</li> <li>• reading for pleasure</li> <li>• reading topic books linked to science, history, geography and other areas of the curriculum</li> </ul> </li> <li>• reading suitable books from Letters and Sounds, colour banded books and the Code scheme to help <b>decode</b> and become <b>fluent readers</b></li> <li>• exposure to a variety of <b>high-quality</b> Power of Reading and Literacy Tree <b>texts</b>, including fiction, non-fiction and poetry</li> <li>• school recommended books for <b>home reading</b></li> <li>• learning to <b>spell</b> using phonics knowledge</li> <li>• spelling from the national curriculum statutory <b>word lists</b></li> <li>• year group and class reading <b>challenges</b></li> </ul> <p><b>Comprehension</b> includes:</p> <ul style="list-style-type: none"> <li>• <b>standalone lessons</b> using Nelson Comprehension to develop a range of strategies to support understanding of texts, such as, inference, prediction and author’s use of word choice</li> <li>• reading with the teacher as a <b>whole class</b> and through <b>guided reading</b> to apply comprehension strategies to a range of texts and text structures</li> </ul> <p><b>Timing:</b></p> <ul style="list-style-type: none"> <li>• <b>word reading</b> - taught 5 times a week</li> <li>• <b>reading comprehension</b> - weekly as a standalone lesson and within English lessons</li> </ul>	<p><b>Assessment:</b></p> <p>for <b>word reading</b> includes:</p> <ul style="list-style-type: none"> <li>• regular testing to ensure children are on track to be secure readers in their colour band for their year group by the end of the year</li> <li>• regular testing of common exception words and phonics</li> <li>• regular checks of reading records to ensure children are reading regularly at home</li> <li>• on-going teacher assessments of guided reading to monitor word reading and adapt planning as required</li> </ul> <p>for <b>comprehension</b> includes:</p> <ul style="list-style-type: none"> <li>• on-going teacher assessments of whole class and guided reading to monitor comprehension and adapt planning as required</li> <li>• regular checking of children’s progress through the on-line Bug Club tracker</li> <li>• end of term comprehension tests to inform teachers’ judgments</li> <li>• statutory testing in year 6</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• internal data is scrutinised termly to monitor if children are on track</li> <li>• where individuals fall below expected levels of attainment, additional support is provided to accelerate progress</li> </ul>