

Trafalgar Junior School: Reading curriculum overview

Subject	Intent	Implementation	Impact
<p>English reading</p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • word reading • comprehension 	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • read with increasing ease and fluency • understand and explain the content of a wide range of high-quality texts • to establish an appreciation and love of reading <p>It is essential that, by the end of their primary education at Trafalgar, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>	<p>Supported by: Centre for Literacy in Primary Education (CLPE), CLPE's Power of Reading, Literary Curriculum, Achieving for Children, Read Write Inc</p> <p>Reading at Trafalgar is skilfully taught through a variety of methods.</p> <p>To enable children to read with increasing ease and fluency, children:</p> <ul style="list-style-type: none"> • consolidate decoding skills through phonics interventions as necessary (e.g. RWI Fast Track phonics or Fresh Start) • regularly read recommended, suitable books in guided reading and as home readers • receive targeted interventions where needed (e.g. Beanstalk, Dyslexia Gold, extra 1:1 reading or group reading) <p>To understand and explain the content of a wide range of high-quality texts, children:</p> <ul style="list-style-type: none"> • study high-quality literature within English lessons, including fiction, non-fiction and poetry • have targeted comprehension lessons at least once each week, focusing on the key reading domains (e.g. define, retrieve, infer) • read a diverse range of texts throughout the curriculum (e.g. topic books linked to science, history, geography and other areas of the curriculum) • have a weekly guided (group or class) reading session (depending on the needs of the child) <p>To establish an appreciation and love of reading:</p> <ul style="list-style-type: none"> • have access to a well-stocked library and classroom book corner • are part of regular 'book talk' • record their reading journey through home reading records • see adults around the school as readers 	<p>Assessment:</p> <p>for word reading includes:</p> <ul style="list-style-type: none"> • 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 • regular testing of common exception words and phonics, where necessary • on-going, formative teacher assessments of guided reading to monitor word reading and adapt planning as required <p>for comprehension includes:</p> <ul style="list-style-type: none"> • on-going teacher assessments of whole class and guided reading to monitor comprehension and adapt planning as required • end of term comprehension tests to inform teachers' judgments • statutory testing in year 6 <p>Monitoring:</p> <ul style="list-style-type: none"> • regular monitoring by SLTs, YTLs and subject leads on a timetabled cycle • internal data is scrutinised termly to monitor if children are on track • where individuals fall below expected levels of attainment, additional support is provided to accelerate progress of these 'targeted readers'

		<ul style="list-style-type: none">• meet authors and be part of awards and festivals (e.g. World Book Day, SPARK)• have opportunity to make recommendations both in class and in the school library• have an opportunity to be a Reading Ambassador in Year 6 <p>Timing: Children are either read to, read with and/or read independently every day.</p> <ul style="list-style-type: none">• Read to – every day• Read with – a minimum of once per week in guided or shared reading• Read independently – every day• reading comprehension - weekly as a standalone lesson and within English lessons	
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