

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 • 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 to allow them to transition successfully to their secondary education. Equally important is that children become lifelong readers.</p>	<p>Supported by: Achieving for Children; Little Wandle Letters and Sounds Revised; Centre for Literacy in Primary Education (CLPE); Literary Curriculum</p> <p>Reading at Trafalgar is skilfully taught through a variety of methods.</p> <p>We teach reading comprehension through daily reading lessons. Each half term, children will read and analyse a rich, challenging fiction, a non-fiction and a poetry text from the Trafalgar Junior book spine.</p> <p>Reading lessons follow a regular sequence using the same passage of text over a week, enabling regular opportunities to hear, echo and practise fluent reading.</p> <ul style="list-style-type: none"> • Lesson 1: A decoding and defining focus, closely looking at key vocabulary that children may be unfamiliar with • Lesson 2: Focusing on an element of prosody (reading with feeling) involving echo reading, choral reading and paired reading • Lessons 3 and 4: unpicking others key skills (e.g. retrieval, inference, prediction, summarising, making links), with modelled answering of questions • Lesson 5: Reading for Pleasure <p>In addition to our reading lessons in KS2, we also provide children with:</p> <ul style="list-style-type: none"> • Daily Rapid Catch Up lessons (Little Wandle Letters and Sounds) for children in years 3-6 who are not yet accurate at decoding, with carefully matched books to use as home readers. • Recommended, age-appropriate books to take home that are carefully chosen to match the children's interests and their level of fluency. These are selected from well-stocked book corners and/or our school library • Regular story times 	<p>Throughout the year, teachers assess children according to their appropriate year's end points in all reading skills (see progression of skills document). They do this formatively (continually) and summatively (in half-termly, more formal assessments).</p> <p>Forms of assessment include:</p> <ul style="list-style-type: none"> • assessment of baseline phonic knowledge on entry to the school • regular phonics assessments (every 4 weeks for those children on the Rapid Catch Up programme) • fluency assessments where needed • testing of common exception words where needed • on-going, formative teacher assessments of reading during lessons, with adapted planning as required • termly written comprehension tests (at the end of Autumn 2/Spring 2/Summer 2) • termly reading conferences with individual pupils to gain a deeper level of understanding of their decoding, comprehension and reading habits (at the end of Autumn 1/Spring 1/Summer 1) • statutory testing in year 6 <p>Monitoring:</p> <ul style="list-style-type: none"> • regular monitoring by SLT and subject leads on a timetabled cycle

		<ul style="list-style-type: none"> • Opportunities to read and discuss a wide variety of genres (including weekly newspapers to ensure children are aware of local, national and global issues) • Other targeted interventions where needed (e.g. Dyslexia Gold, extra 1:1 reading or group reading, Flash Academy for developing fluency for EAL children) • Opportunities to meet authors and be part of awards and festivals (e.g. World Book Day, SPARK, Royal Society science book prize) • Opportunities to make recommendations both in class and in the school library; a role for every child and in particular our Reading Ambassadors in Year 6. <p>Timing: Children are read to, read with and read independently every day.</p> <ul style="list-style-type: none"> • Read to – in lessons and at story time • Read with – either with a carefully matched peer or adult • Read independently – various opportunities throughout the day 	<ul style="list-style-type: none"> • 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 ‘target readers’
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