

# The Reading Curriculum at Grangetown Primary School

## Intent, Implementation, Impact



### Intent

At Grangetown Primary School we recognise that reading is a key life skill. Therefore teaching children to read with confidence is vital and we aim to enable our pupils to become lifelong readers. We will provide children with the ability to read fluently, read for understanding and read for pleasure. We aim to instil a love for reading in all children and provide them with the skills to be continuous learners throughout their adult lives. Our reading curriculum is structured in a manner which teaches segmenting and blending until children are fluent readers, ensures logical progression, addresses gaps in pupils' knowledge and skills, and provides children the opportunity to read at an age-appropriate level. We see reading is a crucial part of our curriculum, because children utilise the skill of reading throughout the wider curriculum.

### Implementation

Our school follows a programme of study created by the English leaders based upon guidance provided by school improvement officer at Together for Children, Sunderland. The programme is clearly broken down into half termly expectations for fiction, non-fiction and poetry, with additional objectives identified for those children on track for greater depth. This allows teachers to have a clear expectation regarding children's attainment.

Daily phonics plans are in place in EYFS and KS1 to teach children the mechanics of reading. Teachers use Monster Phonics programme which is a highly engaging, structured synthetic phonics programme. It accelerates learning by allowing children to learn new graphemes using monsters to group graphemes and provides memorable clues for children. Each lesson is planned in detail, with interactive resources, songs and worksheets available for children. Children are regularly assessed and interventions are put in place for those children who require additional support to move through each phase.

Teachers in Key Stage 1 and 2 produce individual guided reading plans which are designed to give children the opportunity to develop the skills required for reading. Teachers use whole class guided reading to ensure that all children have a reading lesson at least five times per week. Principles of reciprocal reading are incorporated to focus on making predictions, clarifying new

vocabulary, questioning what they have read and making summaries of a text. These strategies have been adapted to suit whole class reading as this has proven more effective for our children. Year 6 trialled whole class reading in 2018/19 and the reading progress score was 4.66.

Leaders attended training provided by the Fischer Family Trust on devising a comprehension scheme and led staff meetings on developing the reading curriculum at Grangetown. Emphasis is placed on teacher led modelling and paired discussion, whilst also ensuring children are recording their ideas. Staff see the value in children's use of spoken language to deepen their comprehension of reading. Our policy works on teaching children comprehension skills, not simply testing them with comprehension questions.

Those children who have additional needs or require additional help are supported through additional reading sessions, targeted teacher or adult support during lessons and our use of programmes which can be accessed at home with or without parental support.

### **Impact**

Pupils will have had experience of a range of different text types and authors; they will be able to communicate their favourite styles of book. Parents will have a good understanding of how to support their children with their early reading to ensure that good progress continues to be made. Classes have an interesting and inviting book corner which will expose children to a range of different text types. In EYFS and KS1, effective phonics lessons are delivered daily. Books are appropriately linked to the phonics stage children are at. Children are able to use their love of books to inspire their writing.

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