

The Reading Curriculum at Yeadon Westfield Infant School

Intent

At Yeadon Westfield Infant School we believe that **all** pupils are entitled to a full, stimulating, and well-structured reading curriculum based on the National Curriculum 2014 and the EYFS Statutory Framework 2021. We believe the teaching of reading should enable a child to develop a love of the written word from an early age as this will benefit them hugely: personally, socially and educationally. We aim to build their resilience to help them develop an appreciation and enjoyment of reading and to inspire them for the future to be lifelong readers.

As an infant and nursery school, we are very much centred on the first steps in this journey. Through our teaching of reading, we aim to:

- develop the habit of reading widely and often, for both pleasure and information
- share books with all the children at every opportunity
- develop children's ability to talk about what they read
- develop pupils' reading across all subjects to support their acquisition of knowledge.
- teach children to read fluently, (both fiction and non-fiction) with good understanding
- promote wider reading
- provide library facilities and set ambitious expectations for reading at home

We believe that following a rigorous and child centred curriculum from the beginning of nursery allows us to ensure **all** pupils are given the opportunities they need to make progress across the areas for learning and to acquire the skills and knowledge in the National Curriculum, whether they are disadvantaged, have special educational needs, or have delays or gaps in learning.

Implementation

We have chosen to develop a curriculum that focuses on sequential learning building on the foundations already laid in the previous learning. Each stage of the children's learning journey is clear, misconceptions can be addressed, and gaps addressed: knowledge is carefully and systematically built up and mastery opportunities can be provided at every stage.

Nursery children have access to areas of provision to develop their learning and this is built on in reception. There is huge emphasis on language acquisition throughout. We want our children to be confident and articulate speakers. In order to develop this in Both key stages, the children have frequent access to a broad range of speaking and listening opportunities. Our children use drama techniques to learn more about the characters within a text, sequence a story or to present ideas. Cross-curricular links are also made within our Topic learning. Children are afforded opportunities to present in front of an audience throughout their time in school

We recognise that reading is at the heart of a successful curriculum, so we ensure our children have many opportunities for reading in school. We follow the Fisher Family Trust (FFT) Success for All Phonics programme, a complete Systematic Synthetic Phonics programme validated by the DFE. This programme is taught daily from the beginning of Reception and into KS1. The daily lesson plans follow the 'review, teach, practise, apply' approach, and cover all the main Grapheme-Phoneme Correspondences (GPCs) and Common Exception Words (CEWs) to provide children with the phonics knowledge and skills required for success.

Daily reading lessons, from 'Success for All Phonics' also take place across school to enable our children to apply their phonic knowledge to the skill of reading. These 'shared reader lessons' have been carefully aligned to be used alongside the phonics scheme and allow children to practise new phonics learning as well as the consolidation of previous learning. These texts are sent home on a weekly basis to enable children to consolidate and celebrate their phonics learning at home. In addition to our phonics teaching, children read independently on a regular basis to an adult in school. Children have access to a wide range of books

Each classroom is equipped with a reading area containing a broad range of carefully selected texts. These texts are age appropriate, incorporate a range of genres and have been purposely chosen to engage and inspire children's love of reading. We have a well-stocked school library, staffed by parent volunteers who support the children to choose from a range of engaging books to read at home either alone or with family.

There will be active participation in acquiring a range of reading skills, involving individual, group and class work. Opportunities will also be identified across the curriculum so that the children can develop and apply their skills in all aspects of learning and not simply in subject isolation.

Assessment

- all lessons will provide opportunities for formative assessment
- children in Early Years will be assessed against the statements in Development Matters and the EYFS Statutory Framework
- end of year reports contain information about how the children have progressed through the year including their strengths and areas for development

Monitoring is carried out to ensure staff and children are confident with teaching and learning reading. Staff keep up to date with developments in reading, with work being done in the ALPT and advice from the Department of Education.

Impact

Our children become fluent and confident readers, who demonstrate a love of books and a desire to expand their vocabulary. Our attainment in reading is above the national expectation at the end of KSI. It is our aim that our children leave us with well-developed reading skills and a passion for literature.

By the end of EYFS, children should:

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate understanding of what they have read when talking with others

By the end of KS1, children should:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words
- read most words (in age- appropriate books) accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.
- check a book makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Learning is expected to be of high quality with children putting in their best effort. Children should enjoy reading and be keen to challenge themselves regardless of stage of development. They should leave our school ready for the next stage of their learning in KS2.