



The intent, implementation and impact statement for the delivery of the English Reading curriculum

Our Vision for Emmanuel



To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the 'best they can be'. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

Emmanuel's curriculum intent for reading

Our Reading intent is to ensure that all pupils develop a love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

This reflects the disciplinary knowledge set out in the national curriculum (2013) for English.

Our intent is to ensure that all pupils gain success against the composites (end points/final outcomes) set out in the national curriculum to enable them to be secondary ready and flourish in their next step of their education.

The implementation of our Reading Curriculum

Our Curriculum

Our curriculum has been designed to ensure that all pupils make progress towards achieving the desired end points set out in the national curriculum by the end of key stage 2. They will do this through acquiring the substantive and disciplinary knowledge which has been broken down into coherently sequenced component parts. When the pupils acquire the knowledge required to be successful against each component, this learning will then be built on sequentially to ensure that each small step leads to all pupils attaining the desired end point (composite). Our reading progression documents set out the sequence of learning.

The curriculum has been designed with the concept of memory in mind. Our curriculum is designed to ensure the children know and remember more by incorporating a 'spiralised' curriculum where concepts are revisited to facilitate learning being transferred into the long-term memory. Concepts are consistently revisited and regularly reviewed with retrieval practice being central to our curriculum. Content and concepts are revisited and built upon throughout academic years and year groups. The curriculum has been planned coherently to enable children to become experts in reading.

Our reading curriculum has been sequenced and developed to support our children to develop a love of reading while ensuring they make progress against the disciplinary knowledge set out in the national curriculum. To do this, our children read widely throughout the curriculum as well as carrying out a book study over each term which forms the basis of our reading lessons. Our children take part in daily story time focussing on the class book and this is the stimulus used for our reading curriculum which is taught over a two-weekly cycle. During the first week, the children read and explore their class book focussing on a reading domain and this learning is further reviewed and enhanced using the 'Cracking Comprehension' materials during week 2. The curriculum has been designed with memory in mind so concepts are taught and repeated over a two-week period in order to allow all children to secure understanding. We ensure that lessons are delivered in a coherent manner so learning is built on progressively. We then look to apply our reading learning through different areas of the curriculum as we believe that reading is the key to accessing all areas of the curriculum.

Teaching

Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more.

<u>Reading Provision</u>	
<u>Individual lessons</u>	<p>Our Reading lessons follow a structure of retrieval and review of prior knowledge leading to the teaching of new content through carefully sequenced precise small steps. Children are provided with the opportunity to practice what they have learnt and apply their knowledge to a different context.</p> <p>Within each lesson, children will revisit the prior learning that will have the biggest impact on creating links and gaining success against the current learning objective. Following the review section, new learning is delivered in small steps which are planned progressively throughout the lesson. Within this part of the lesson, concepts are precisely modelled. through the process of 'I do, we do' to allow concepts to be modelled carefully before the children carry out guided practice. Following this, it is the 'you do' part of the lesson where children practice independently. Finally, the children will then apply their independent practice to answer comprehension questions on a new text based on the content domain which has been taught.</p> <p>A key component of each part of every lesson is the teaching of accurate vocabulary linked to each content domain to support the children to discuss, reason and justify their answers.</p>
<u>Creative Comprehension</u>	<p>During these lessons, children are exposed to a class text which is a high-quality, age-appropriate book. These texts have been selected carefully to ensure they are age appropriate, using Lexile Levels.</p> <p>There are two puposes to these lessons:</p> <ul style="list-style-type: none"> • The first being to ensure that children become motivated and inspired readers by being exposed to the best literature available. Where, children have the opportunity to explore, investigate and ask questions about other lives, worlds and perspectives in their reading through the steps identified above for each lesson. To ensure that children study the text in an appropriate depth, children are taught the disciplinary knowledge of reading comprehension (as outlined in the National Curriculum) through the reading domains. These are matched closely to what is taught within Cracking Comprehension providing opportunities to embed and revisit. • The second purpose of these lessons is to ensure that every child develops the disciplinary knowledge needed to be fluent and automatic readers who have a good understanding of what they have read. In every session, children have the opportunity to listen to an adult read a part of a text aloud so that children have a model for their own reading. Also, in every session, children have the opportunity to read and respond through a range of activities, linked to the reading icons, so that they can demonstrate their understanding of the text. The way in which they

	respond to the text will be one which is creative and one which allows children to engage deeply with the text.
<u>Cracking Comprehension</u>	<p>Cracking Comprehension programme is used to improve and develop the disciplinary and substantive knowledge that children need to have good comprehension through the use of age appropriate texts and questioning.</p> <p>We recognise that the success in reading has a direct effect upon progress in all other areas of the curriculum and it is therefore crucial that children are exposed to the techniques needed to successfully answer reading comprehension questions.</p> <p>The introduce, model, apply and check process used in the Cracking Comprehension scheme enables us to teach this well.</p> <p>During the introduce stage, children have the opportunity to listen to an adult read the text and appropriate reading behaviours are modelled during this section. Reading aloud allows children to hear how unfamiliar language and sentence structures should sound and it allows children to access high level texts. Also children have the opportunity to practice their decoding skills.</p> <p>The model, apply and check stages focusing on developing children's ability to read for meaning.</p>
<u>Retrieval practice</u>	<p>To support this process, we ensure that our reading curriculum is spiralled by using a bi-weekly programme of 'Creative Comprehension' and 'Cracking Comprehension'. The aim of having this approach is to allow children to become immersed in a high quality, age-appropriate text that has been carefully selected to spark children's enthusiasm, imagination and enjoyment and where the disciplinary knowledge of reading is taught explicitly. This is then followed up by 'Cracking Comprehension', providing the children with comprehension questions in a more formal way. 'Cracking Comprehension' also supports spaced retrieval of previously visited content domains.</p>
<u>Inclusive reading provision</u>	<p>We have an ambitious reading curriculum which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the current year groups programme of study and support is provided to all the children to gain mastery over new concepts through the accurate, intentional deployment of resources (adult support and learning materials). Where a child is unable to access the current years' programme of study as they have not cracked the phonic code, targeted phonic lessons will be provided using 'Read, Write Inc.'.</p>
<u>Phonics</u>	<p>Children phonological knowledge is essential in developing fluency. At Emmanuel, we understand that our children join us, in Year 3, at different starting points in reading and spelling. Our aim is for all learners to be supported to master oral blending and segmenting as soon as possible to fully enhance the body of skills they are able to apply in their reading and writing. To achieve this, we are committed to systematically teaching phonics in classes, small groups and through bespoke interventions where needed. We have now adopted the RWI programme, including use of Fresh Start, to build on the work of Waterthorpe Nursery and Infant School, where most of our Year 3 children move from. Investing time in building these strong foundations is particularly important for enabling children to become confident, resilient readers who can decode, understand and enjoy texts from across the Curriculum, unlocking a world of knowledge.</p>

Assessment

The accurate assessment of children's reading knowledge is critical to ensure all children have the required knowledge needed to access the next component identified in our progression documentation. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each aspect of the reading curriculum.

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil to make progress against the learning objective.

Assessment as learning: we use ongoing assessment strategies such as retrieval practice and generative learning activities to consolidate learning and help children deepen knowledge in the long term memory.

Assessment of learning: we review children's background knowledge to deliver lessons taking into account the children's starting points. Teachers also carry out end of unit assessments using the Cracking Comprehension materials, to identify any gaps in the children's understanding. Finally, teachers' carry out summative assessments at the end of each term to identify any gaps in the children's long-term memory. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.

Desired Impact of our Reading curriculum

By the end of Year 6, transitioning to secondary school, we aspire that a pupil of Emmanuel will be confident, enthusiastic and reflective readers. It is our aim to foster a love of reading that will last a lifetime for all children as well as develop fluent and independent readers who reflect on the meaning of a text.

Pupil voice

Through discussion and feedback, children talk enthusiastically about their reading lessons and speak about how they have developed a love for reading both in and out of school. They can articulate the context in which reading is being taught and how reading is used to access other areas of the curriculum. Children show confidence and believe they can apply and build on the knowledge and skills they already have.

Evidence in substantive and disciplinary knowledge

Pupils use acquired vocabulary associated with the content domains in reading lessons. They have the knowledge to use these skills independently and show resilience when tackling a range of comprehension questions or reading tasks and can move with ease when applying them to a range of texts and reading genres. Teachers plan a range of opportunities to read both inside and outside school.

Outcomes

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.