

Curriculum Statement Reading after Phonics

“Children at the heart. Transforming futures at the core.”
 “If you don’t like to read, you haven’t found the right book.”
 J.K. Rowling

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • Review prior learning • Pre-read text for familiarity – orientate with text and vocabulary. Think: predict, gist, orientate, vocabulary, evaluate • Guided read with an adult: skills focused on vocabulary and one of inference, prediction, explain, retrieve, summarise. • Independent application of skills – marked live. • Assess for understanding • Read for pleasure 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed ability to use phonic knowledge at their stage of development to decode and blend for reading • A secure understanding of the key techniques and methods for each key area of the programme • A progression of understanding, with appropriate programme vocabulary which enables learning • Confidence in discussing Letters and Sounds lessons, activities and learning they both know and remember.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more phonic knowledge and develops them as readers and writers • Ensure an appropriate progression of reading skills and knowledge is in place over time so that pupils are supported to be the best readers they can be, and challenge teachers to support struggling readers and extend more competent ones. • Provide regular training for all staff which addresses elements for development identified through rigorous monitoring. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality texts for each area of the curriculum. • Have developed learning walls which include appropriate responses and materials to both scaffold and extend learning • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to both scaffold and extend learning as needed 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A consistent approach to the delivery and implementation of guided reading for pupils once they have completed the school phonics programme and use this familiar structure to support children thus ensuring they are ‘keeping up’ rather than ‘catching up’. • Clear differentiation of support ensuring every child’s specific needs are targeted and addressed • That pupils, over time, evidence they have embedded and subsequently built on the early phonic skills in order to continue to develop as a reader.
<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Plan carefully structures learning to ensure they 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays and on the spot recognition

<p>meet the needs of all pupils in their groups</p> <ul style="list-style-type: none"> • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best reading teaching. 	<ul style="list-style-type: none"> • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a reader because they know how to be successful. • Safe and happy in reading lessons which give them opportunities to explore their own reading and writing skills development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses musical skills and knowledge • Develop reading skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<ul style="list-style-type: none"> • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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