



# Yenton Primary School - Reading Intent



Our curriculum intent for reading at Yenton Primary School, is to develop a love for reading, where children are fluent, confident and expressive readers and can talk about the books they have read in detail using the skills they have been taught. We want our reading curriculum to follow our key principles:

- 1) **Inclusive:** through the selection of books, genres and authors we cover across the school. We want the children to experience the necessary challenge whilst being exposed to themes and subjects of books that they can relate to but also link to other areas of the curriculum.
- 2) **Experiential:** we want the children to reflect on the books they have read and be able to discuss these openly; giving recommendations of books they have read or have heard. We hope to provide lots of reading experiences across our curriculum to ensure children are exposed to a broad genre of books and foster a love for reading.
- 3) **Resilience:** we want to develop confident readers who develop a rich vocabulary that can be applied to other areas of the curriculum. We want to use deep and meaningful questioning that will allow the children to challenge views and opinions courteously.
- 4) **Progressive:** we aim to ensure that skills are built upon year by year and that children have the opportunities to deepen their learning, vocabulary and talk openly about the books they have read.
- 5) **Ethical:** we want to ensure that our reading curriculum provides the children with experiences of stories and authors from other cultures and religions and that feed in themes of our British Values and No Outsiders so that children can reflect on their own compassion and empathy towards others and have a better understanding of the world we live in.
- 6) **Adaptive:** we aim to have a reading curriculum that provides a wide range of texts and gives children the opportunity to choose age appropriate texts they want to read. We believe that giving children an element of choice helps them to foster a love for reading, explore their own identity and also the views of others. Having a diverse range of books allows them to immerse themselves into all kinds of literature.

Year Group	INTENT Goals/ what do we want to achieve?	IMPLEMENTATION How are we going to achieve this goal?
<b>Reception/Year 1</b>	<p>Our curriculum intent for our children in reception and year one, is to be able to decode, blend and use phonic knowledge to read aloud with fluency and with an understanding of what they have read.</p> <p>We want to ensure that all children foster a love of reading and show</p>	<ul style="list-style-type: none"> <li>● Ensuring phonics takes place once/twice a day.</li> <li>● All children are heard read at least twice a week using decodable books</li> <li>● Teachers model how to decode/blend words using phonics</li> <li>● Provide resources to help children with phonics/blending when reading.</li> <li>● Guided reading sessions focus on fluency and prosody.</li> <li>● Guided reading sessions use decodable books which are at the appropriate phonics level based on teacher assessment.</li> </ul>

	<p>enthusiasm towards retelling familiar stories.</p>	<ul style="list-style-type: none"> <li>● Application of phonics through letters and sounds strategies so that children can decode words and blending will be taught.</li> <li>● Children are provided with the context and given any background knowledge they need through pictures and role play to help their understanding.</li> <li>● Teacher and TA's model reading with expression</li> <li>● Children are asked probing questions through shared reading using a short extract e.g. I wonder... what do you think... why could...</li> <li>● Activities link to building a mental model of the text.</li> </ul>
<p>Year 2/3</p>	<p>Our curriculum intent is for our children in year two and three, is to be able to read with accuracy and speed. We want our children to draw on what they already know or on background information so that they can put the story into context. We want them to draw on vocabulary provided by the teacher and read with confidence, fluency and expression.</p>	<ul style="list-style-type: none"> <li>● Mixed model of guided and shared reading</li> <li>● Year 2 to focus on white banded books</li> <li>● Each child to be heard read at least once a week</li> <li>● Lowest 20% of children are to be heard read everyday</li> <li>● Guided reading sessions focus on fluency and prosody.</li> <li>● Guided reading sessions use decodable books which are at the appropriate phonics level based on teacher assessment.</li> <li>● Application of phonics through letters and sounds strategies so that children can decode words and blending will be taught.</li> <li>● The teacher is to model reading with expression and fluency</li> <li>● Ensure the context/ background of the text is understood. This can be through pictures, role play, research etc.</li> <li>● Children begin to understand the audience and purpose of a text.</li> <li>● Children have vocabulary sessions in both reading and TfW to develop understanding of unfamiliar vocabulary.</li> <li>● Vocabulary games are used to embed understanding</li> <li>● The teacher models questions before the children have a go at answering them themselves.</li> <li>● Children are provided with a variety of question types to ensure they can apply the skills taught.</li> <li>● ARE books to be used featuring a range of genres and authors.</li> <li>● Teachers are to select good quality extracts to focus their sessions on.</li> </ul>
<p>Year 4/5/6</p>	<p>Our curriculum intent for our children in year four, five and six, is to be able to read and discuss a</p>	<ul style="list-style-type: none"> <li>● Mixed model of shared reading and guided reading for 30 minutes daily</li> </ul>

wide range of books fluently and use retrieval and inference skills to show their understanding of a range of books. Children should have a familiarity with specific vocabulary and have strategies to understand unfamiliar words. We want the children to foster a love for reading and openly talk about the books they enjoy to read and be able to listen to the views of others with courtesy.

- Each group to be heard once a week through guided reading sessions which will focus on fluency and prosody.
- Lowest 20% of children will be given banded books that are appropriate to their level.
- Phonics catch up will take place for those children who cannot decode and blend.
- A variety of books and genres will be covered throughout the year - all age related.
- Children will be taught to understand the audience and purpose of a text.
- Children have vocabulary sessions in both reading and TFW to develop understanding of unfamiliar vocabulary.
- Vocabulary games to be used to embed understanding
- Teacher to model questions before the children have a go at answering them themselves.
- Children to ask questions about the text to show their understanding/read between the lines
- Focus questioning on inference and retrieval (link in others as appropriate)
- Focus on different styles of questions to get children ready for Year 6
- Fortnightly assessments will take place based on the skills they have been taught. The results will be used to inform future planning.