



Bewcastle Primary School

Reading Curriculum Statement



It is our intention that children will have been exposed to a rich range of high-quality texts that will allow them to accumulate the essential knowledge, behaviours and skills to set them on a path of lifelong learning.

We intend that:

- children will read easily, fluently and with good understanding;
- children develop the habit of reading widely and often, for both pleasure and information;
- children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- children will appreciate our rich and varied literary heritage;
- children use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent	Learning	Vocabulary	Progression	Continuing Professional Development
	<p>We intend that children at Bewcastle School have a range of high-quality, purposeful and pleasurable reading experiences that allow them to become confident readers. We intend that:</p> <ul style="list-style-type: none"> • children are able to read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct; • children are encouraged to see themselves as readers and should be helped to develop an understanding of a range of text types and genres – enabling them to enjoy a variety of styles and select forms for learning that are appropriate to the situation; • children are supported to progress from ‘learning to read’ to ‘reading to learn’ for purpose or pleasure, developing a life-long love of reading; and • children are encouraged to persevere and confidently tackle and solve problems, expressing their views and opinions both orally and in writing. 	<p>We intend to expose, explore and model to all pupils, the specific vocabulary needed to become a confident reader.</p> <p>The quality and variety of language that pupils hear and speak are key factors in developing their vocabulary and in turn develop understanding and access to a wide range of text types.</p> <p>Teachers will model extracting key vocabulary from a text as well as sharing with the pupils the vocabulary that will be required to be used when discussing reading and comprehension.</p>	<p>Teachers planning and teaching will ensure they are covering the National Curriculum objectives for reading, ensuring a clear sequence of learning that allows children to build on their starting points and prior learning, thus promoting and reinforcing the interconnected nature of reading and language.</p>	<p>At Bewcastle School, we intend that all staff have access to high quality CPD through attendance at webinars, face to face training sessions, sharing subject knowledge, staff meetings, professional dialogue, own research and enquiry and cluster support.</p>
Implementation	Inclusive Quality First Teaching	Reading Curriculum	Resources and Learning Environment	Communicating as a reader
	<p>Through differentiation and regular assessment and monitoring, all children will be given well matched learning activities. Children who have become secure readers will be given the opportunity to read widely and apply their skills to more complex texts, to deepen their thinking and expand their comprehension and vocabulary. All children engage with 1 to 1 reading with an adult on a regular basis which allows for more able readers to be challenged and those with greater needs to gain additional personalised support.</p> <p>Parents are also supported to develop their child’s reading through regular dialogue through the reading records and weekly reading comprehension homework in KS2.</p> <p>Teaching and learning is supported by:</p> <ul style="list-style-type: none"> -Personalised learning activities (to consolidate or challenge, adult support, carefully chosen resources); -Well planned and structured small group daily phonics teaching in Early Years and KS1 -Additional phonics support for KS2 (when required) -The school library which has a wide range of ability banded books which can be accessed independently 	<p>At Bewcastle School, we underpin our curriculum with a well-planned progression of high-quality texts from Early Years right through to the end of KS2. These texts expose all children to the power of great writing and storytelling, whilst expanding their vocabulary, ideas and horizons.</p> <p>Systematic, synthetic phonics is taught from Early Years, through KS1 and in KS2 as needed using the Twinkl scheme to ensure consistency across the school. Phonics sessions are taught daily and with rigorous planning and progression, provide the building blocks for word decoding which children will use for the rest of their lives.</p> <p>Reading comprehension is taught through:</p> <ul style="list-style-type: none"> - 1:1 reading with an adult - Explicit reading comprehension lessons - Weekly homework practice - Exposure to and discussion of high-quality texts across the curriculum (including a class story at the end of the day) 	<p>The EYFS/KS1 classroom has a dedicated reading area that is fully accessible. Teachers use this area to support reading in the following ways:</p> <ul style="list-style-type: none"> -To facilitate the independent selection of high-quality texts -To provide a comfortable space for children to read in <p>In KS2 the classroom text-rich environments, has working walls and model texts displayed with key vocabulary across curriculum areas. Children have access to topic related books.</p> <p>Cumbria County Council also provide topic books and a mobile library service which visit the school termly to provide extra opportunity for children to choose and read from a wider selection of texts.</p>	<p>Children will deepen their thinking by having opportunities to discuss their reading through:</p> <ul style="list-style-type: none"> -answering questions -discussing personal preference, -making inference and prediction -comparing across and between texts <p>Reading Across the Curriculum</p> <p>Moving from learning to read to reading to learn, is an essential skill to enable access to the wider curriculum and the development of lifelong learning. Quality texts and meaningful and purposeful reading is used across the curriculum to enable the acquisition of knowledge, information and a rich vocabulary.</p>

		Reading schemes matched with phonics progression are used from Early Years and through KS1. In KS2, or when children are ready children access a banded reading scheme in the school library with support where needed.		
Impact	Knowledge and skills	Pupil Voice	Cultural Capital	SMSC
	By the end of their primary schooling children will read widely, fluently and confidently. Through this, children will: -develop a lifelong love of words and reading; -be able to confidently approach, read and comprehend texts across all subject areas met in secondary education -read widely and regularly with independence for both pleasure and information	Children will be confident to share their ideas, opinions and critique of what they have read. They will be confident to talk about their reading to a wide range of people including their fellow pupils and adults such as the governing body. Learning walks with pupils allow them the unique opportunity to share and discuss what it is like to learn to read and read at Bewcastle School.	Children will have been exposed to a rich range of high-quality texts that will allow them to accumulate the essential knowledge, behaviours and skills to set them on a path of lifelong learning. A secure understanding and skill as a reader will lead to greater success in later life. Reading permeates nearly every situation and context in life inside and outside of schooling and is therefore essential for access, enjoyment and fulfilment across all learning and the wider life.	A range of well – selected texts supported by the Cornerstones Curriculum prompt the discussion of the SMSC values. Which further aids the development of knowledge and understanding in this area.