

# Brunswick Park Primary and Nursery School ENGLISH - READING Curriculum Implementation

## Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

### Respectful

### Friendly

### Determined

### Kind

### Courageous

### Tolerant

### Planning

### Teaching

### Assessment

### Review and Development

### Inclusion and Diversity

### Cultural Capital and Partnership

Planning for reading is centred around high-quality literature by a range of diverse authors. We recognise the importance of developing a rich and extensive bank of vocabulary.

The systematic teaching of phonics has high priority in Nursery, Reception and Key Stage 1. We use Essential Letters and Sounds DFE approved scheme. Good phonics instruction leads to efficient word reading.

Teachers follow the agreed school sequence for the teaching of reading.

Fluency sessions build upon pupils' accuracy, automaticity and prosody.

In extended sessions pupils will spend an extended amount of time reading. Discussion of the text also forms part of this lesson.

In close sessions the development of word, background and text knowledge is discussed through an in-depth analysis.

Teachers will model - fluency (correctly match the spelling of a word to the sound it makes), automaticity (decode words rapidly without too much effort/thought) and prosody (intonation, stress and rhythm that sounds like a natural spoken voice).

We discreetly teach vocabulary directly linked to the text during each reading session. This is reinforced in the following sessions, ensuring new vocabulary is embedded. Teachers will provide child-friendly definitions, use visuals and model appropriate use within a sentence. Etymology and morphology of words will be discussed.

Comprehending text will also be modelled and discussed. Questioning will focus on: V (Vocabulary), I (infer), P (Predict), E (Evaluate), R (Retrieve) and S (Summarise).

Staff will model the use of sentence stems including APE (answer it, prove it, solve it) to support children with oral responses.

Pupils are aware of their strengths and areas of development in reading so that learners take ownership of their progress.

Assessment for Learning (AFL) provides teachers with information on what skills pupils have and have not mastered. Through consistent assessment, staff can make informed decisions about what instruction is appropriate for pupils.

Pause, prompt, praise (PPP) supports and encourages pupils by providing instant feedback.

Renaissance Accelerated Reader is routinely used to measure pupils' knowledge of print, ability to discriminate between letters and their understanding of vocabulary and comprehension strategies.

Results from Star Early Literacy and Star Reading tests, along with teacher assessment, are used to ensure pupils are carefully matched to texts.

The English Subject Leader completes the following activities to ensure that reading is implemented in line with our agreed approach and that pupils are achieving well in this subject:

Book looks

Subject Leader Surgeries

Staff training

Shared planning

Learning walks and lesson observations.

Team or modelled teaching

The Subject Leader attends Barnet English Network meetings for Subject Leaders and specialist training, as available, to ensure she has expert and up to date knowledge of best practice.

Continuing Professional Development (CPD) is carefully planned to support all staff members.

Pupils who are not making the required progress or meeting age related expectations are given extra support.

Interventions are carefully planned and targeted to ensure that all pupils make swift progress. The impact of these interventions is carefully monitored.

Pupils who fall into the lowest 20% of each class read at least three times a week to support the acceleration of their progress.

High quality texts have been purposefully chosen and are outlined in our reading curriculum documentation.

These texts have been chosen carefully to reflect the diversity within our school and wider community and as excellent examples of written language. Some texts may be linked to our wider curriculum.

Our teaching of reading is closely linked to our school's value-based ethos. We provide opportunities for pupils to develop and demonstrate determination and courage to persist with challenges.

Story time is an essential part of our pupil's reading diet and helps to support pupils to see reading as something special, to be treasured and enjoyed.

We place a strong emphasis on the importance of our partnership with parents and support them by providing curriculum information updates.

Reading at home is encouraged and promoted through class incentives. Pupils take home a book matched directly to their current phonics level and encouraged to choose an additional book from the school library to share and enjoy with their family at home.