

## Reading Curriculum Plan – Bovey Tracey Academy

**Our over-arching curriculum intent for children from Bovey Tracey Academy as readers:**

**As readers, we would like all children to**

- leave our school as confident readers, able to read a wide range of texts appropriate for their age
- enjoy immersing themselves in the experiences that reading offers
- be curious about books of all types including unfamiliar authors and styles and want to engage to find out more
- recognise the strength and opportunity for their developing life experiences that they gain through reading
- actively and independently choose to read
- be curious about learning new vocabulary to use themselves through their reading
- be curious to read widely across the curriculum to use reading to learn

**To achieve this we will:**

- foster a love of books and reading through reading aloud to classes of all ages on a daily basis
- ensure that children experience a wide range of age-appropriate books, read to them, including new, classic and award-winning titles
- give enough time in the school day for children to engage in their own reading
- give support to children so that they choose books that they will succeed with and enjoy
- teach children how to read and understand the books that they are reading

**Early Reading in KS1**

- teach children to read through a systematic synthetic phonics approach using Read Write Inc.
- regularly assess children to identify areas of weakness.
- provide targeted intervention through precision teaching for children not keeping up with the main pace of learning
- ensure that the reading books that children read are closely matched to the sounds they are learning where children are learning new GPCs (Reception, Year 1 and in some cases Year 2)
- support children to progress through phonic phases, matching the GPCs that they have been taught, until they are ready to progress onto Accelerated Reader (at around white level or in some cases lime).
- be determined that all children will learn to read, both to pass the phonics screen in Year 1, and to be a competent reader who enjoys reading at the expected level or above in Year 2. To that aim, we will provide interventions for children who are not making sufficient progress.
- work with parents and community volunteers to ensure children practise reading as much as possible, and realise how highly both family and community value their efforts to learn to read.

## Reading in KS2

- teach children through whole class reading sessions to develop
  - their comprehension skills
  - a love of shared reading
  - speaking and listening skills through group discussion
- use the principles of Reciprocal Reading to develop the four main skills of comprehension: predicting, clarifying, questioning and summarising plus activating prior knowledge to bring to their understanding of knowledge
- develop children's fluency as a bridge between decoding and comprehension, by explicitly teaching prosody and expression, giving children opportunities to read texts several times, practising fluency of expression as they read
- use Accelerated Reader to support individual reading
  - thereby allowing children freedom of choice to enjoy books within a range that is both manageable and challenging
  - allow teaching staff to monitor their individual reading and intervene where necessary to support the child to achieve

