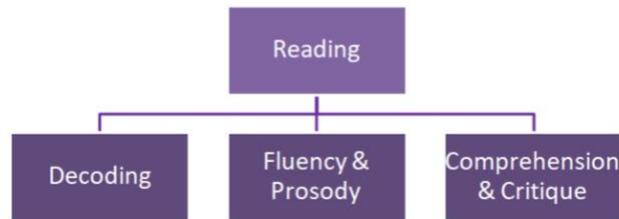


Key Threads



Intent:

At Birchfield Primary School, we intend for our children to leave Year 6 as fluent, confident readers who understand the importance of reading on their immediate and future lives. We intend for them to leave having read a rich variety of fiction and non-fiction literature and for them to develop such an enjoyment for reading that they leave as avid readers choosing to read for pleasure and to read to learn.

We intend for our children to leave Birchfield having engaged in an array of quality book related experiences and having acquired the linguistic skills in order to be able to discuss, evaluate, reflect, compare, critique and engage in meaningful conversations about a wide range of literature. Our intention is that all children experience a progressive and challenging curriculum built upon a foundation of diverse and carefully selected literature – a curriculum which develops children’s word recognition and language comprehension alongside developing a genuine desire to read for pleasure. It is our intent that every child at Birchfield will connect with a book and has the opportunity to see themselves represented through literature.

We believe the world of literature can provide both a window and a mirror. It is our intention that Birchfield is a school which is built on books because we place reading at the heart of everything. We intend that reading will not only strengthen the core knowledge rooted within our writing and wider curriculums but will also play an important role in educating the whole child emotionally, culturally, socially and spiritually.

We intend to promote and attain the highest standards of reading whilst equipping the children with a love of literature which they carry with them for life. We aim for our children to become readers with agency and foster a life-long appreciation for reading.

Implementation:

We believe that fluent readers are able to read words accurately and *effortlessly*. They recognise words and phrases instantly on sight. A minimal amount of cognitive energy is expended in decoding the words. This means, then, that the maximum amount of a reader’s cognitive energy can be directed to the all-important task of making sense of the text.

We understand that learning to be a fluent reader can be a complex and lengthy process (in line with Scarborough’s, 2001 reading model). As such, we have designed our reading curriculum around the two core strands as outlined in the Scarborough Reading Rope: Word Recognition and Language Comprehension in order to teach our children to read. At Birchfield we don’t follow a single approach to the teaching and learning of reading– teachers carefully select from a variety of engaging approaches dependent on the level of reading development for individuals, groups of children and the whole class.

In the early years, children are exposed to books and print throughout the classroom and have daily opportunities to listen to stories, explore books and nursery rhymes and be read with as they develop their phonics knowledge.

In Reception and in Year 1 the children begin daily formal phonics teaching following the government-validated Essential Letters and Sounds SSP (systematic, synthetic phonics) programme, in line with the 2021 DfE’s reading framework. All children in Reception and KS1 have daily phonics sessions in a whole class setting with those who are struggling to grasp key elements taught, receiving additional phonics sessions. This is to ensure all pupils receive equal exposure to teaching material for their age group and are given the same opportunity to learn. Children who are unable to achieve the phonics expected standard will proceed to phonics intervention and reading support. Phonics is continued in KS2 for those who need it including application practice with decodable

reading books. Daily phonics lessons are supported with at least 2 weekly reading practice sessions in small groups. All reading material is decodable and aligned to the phonics learning that is taking place. In Reception and Key Stage 1, as their phonics skills become more secure, children are asked to read daily at home to a parent or carer as part of their home learning. All children are given multiple opportunities to read with the class teacher or teaching assistant. In Year 2, the children progress beyond phonics to learn spelling rules.

In Year 2, 3 and 4 (and in some cases beyond), the children continue to take home reading books matching their book band. Oxford Reading Tree book bands are used to track a child's progress in reading independently. Once your child is deemed to be fluent and have sufficient comprehension skills using a particular book band, the teacher will assess whether they are ready to be moved up to the next book band. A reminder: while your child may seem to find a certain book band "easy" in terms of the word reading skills it demands, their comprehension skills may still need developing at that level and therefore the class teacher may wait to move them up.

At Birchfield, teachers and subject leaders have planned a clear progression of texts linked to learning and the Enquiry, across every year group. In all lessons, teachers exhibit their own love of reading and model reading aloud with expert fluency and prosody, giving life to the stories and encouraging the children to do the same.

In English, lessons are based on high-quality texts to inspire the children in their writing. Teachers and leaders have selected books with the intent to create opportunities to write for a wide variety of purposes and audiences. These books are from a range of authors with diverse backgrounds, both British and from around the world, and cover everything from traditional tales, magical worlds and epic journeys, to intriguing, modern characters reflective of our own cohort facing the challenges of today and tomorrow. Whole-class and guided reading lessons also give children the chance to read and ponder more challenging texts chosen to widen their vocabulary and introduce them to cultures and experiences they may not have had exposure to previously.

Impact:

By the time the children reach the end of our reading curriculum, they will have experienced a rich variety of literature in order to have moved from learning to read to reading to learn. They will be able to read fluently and understand what they have read well. They will be able to engage in meaningful discussions about literature and, through exposure to a wide range of Tier 2/3 vocabulary, they will have a vast array of words at their disposal. Reading evidence will be recorded in reading exercise books. The environments will also evidence the positive reading culture and ongoing teaching. At Birchfield we believe that reading is the key to unlocking all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. Reading is the golden thread running through a child's learning journey at Birchfield.