



South Hiendley Primary School Curriculum Statement



READING

Subject Intention:

We aim to equip pupils with knowledge, skills and understanding as set out in the NC English POS. Children will know more and remember more. We use Read Write Inc. to teach phonics for reading and writing in EYFS and KS1. In Year 2 and beyond, we follow the reading scheme VIPERS which looks specifically at vocabulary, inference, prediction, explaining ideas, retrieval and summarising their thoughts and understanding. All of this is matched to the NC objectives.

At South Hiendley Primary School, we recognise the importance of reading in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of reading the prominence it requires.

Subject Implementation:

We ensure that teachers of the subject have excellent subject knowledge, and leadership supports that acquisition of this for NQT and non-specialist teachers. Subject matter is presented clearly, teachers carefully check learning and identify misconceptions, providing direct feedback. Our pupils learn to read and write effectively and quickly using the Read Write Inc. phonics programme.

In Year 2 and beyond we teach regular small group reading sessions with children of similar current reading abilities. During these sessions, pupils have the opportunity to work with the class teacher, work independently and with their partners. They also have the opportunity to read fiction and non-fiction books for pleasure.

Subject Impact:

Children will know more, remember more and understand more about the curriculum and what they are reading. This is evidenced through regular pupil voice, monitoring and looking at outcomes which are measured against our age-based progression grids. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

The impact and measure of this is to ensure that children at South Hiendley are equipped with skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

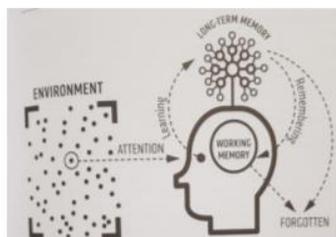


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What practices do we employ in our lessons to encourage children to know more and remember more?



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps Provide models	Guide student practice Obtain a high success rate	Ask questions Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

How does this lead to specific learning activities?

What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

Our Teaching Sequence for Read Write Inc
Speed sounds (say/read/review)
Word Time (read/review/assess/Fred fingers/spelling review)
Reading activities at a phonically decodable level
Writing activities (as appropriate – including handwriting, letter formation, holding sentences, grammatical instruction and correction)



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Assessment:

Assessment is regular, and ongoing. It is a part of the learning process. It is not onerous and does not generate additional paperwork or workload for teachers. It is used to identify next steps for learning, to identify gaps and provide support and challenge where appropriate, ensuring the children are always prepared for their current and next stage of learning. Strategies for this are detailed in our 10 methods for moving knowledge from working to long term memory.

Collection of work: Children upload their outcomes where appropriate to the "See Saw" collection system. This enables subject leaders to review the work for each class, checking against the appropriate knowledge progression and planning documentation. In hand with pupil voice, this enables us to see how pupils are knowing more, remembering more and that knowledge is revisited on a regular basis.