



Reading Curriculum Intent at St John's Catholic Primary School, Trowbridge.

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.' National Curriculum 2014

We believe that language is the root of all learning and is something to be fostered and developed at all stages.

Catholic Social Teaching (Caritas in Action by Diocese of Salford) passionately underpins our teaching and is fed throughout the reading curriculum and mission statement.

Reading provides knowledge of the world in which we live.

The role of Reading is an important component of enhancing the dignity of the person. Through high quality discussion, a child will develop a greater understanding of many features such as: feelings, emotions, empathy, dignity, responsibilities and friendship.

Teachers select books with care. Books represent authors from around the world, archaic texts, narratively complex texts, resistant texts, non-linear time sequenced texts; texts that our children can relate and respond to. We are mindful of how a text may instil values and behaviours of the children we teach; these include stewardship, valuing the dignity of work, options for the poor and vulnerable, our rights and responsibilities, solidarity and the common good, the importance of family and community and dignity of the human person.

The ambitious reading curriculum is rigorously planned to ensure that there are no barriers to achievement.

The Programme of study for reading at Key stage 1 and 2 consist of two dimensions:

- Word reading
- Comprehension

It is essential that teaching focuses on developing children's competence in both dimensions: different kinds of teaching are needed for each.

English as an Additional Language

We recognise that many children who come to our school have a wealth of language experience other than English. Teachers plan work with care, differentiate lessons and provide additional resources for some children in helping with accessing the curriculum.

Reading Statement of Intent:

Together we intend to:

- **Provide a well organised system for teaching reading, which starts from the beginning of Foundation Stage.**
- **Teach National Curriculum objectives set out for each year group and build deeply on prior learning.**
- Be ambitious in our expectations of the sounds and words that children should be able to read by the end of each term.
- Provide quality systematic, regular and direct teaching of phonics.
- As a result of expert teaching of phonics, nearly all pupils meet the expected standard in the Year 1 phonics screening check.
- **Ensure that reading books accurately match each child's reading stage.**
- **Encourage children to read widely across fiction and non-fiction to develop their knowledge of themselves and the world in which they live. A range of stories, poems and non-fiction.**
- Ensure that children develop the habit of reading widely and often, for both pleasure and information and **nurture a culture where children develop a love of reading.**
- Provide creative opportunities for children to appreciate our rich and varied literary heritage.
- Instil in children a love of literature: the best stories and poems.
- **Provide a quality Reading Spine that inspires, motivates and challenges our readers.**
- **Develop reading behaviours that allow children to read easily, fluently and with good understanding.**
- **Develop comprehension skills through high quality discussion with the teacher.**
- **Develop linguistic knowledge (vocabulary and grammar) and knowledge of the world.**
- Provide rich, contextualised opportunities for children to develop **linguistic knowledge (vocabulary and grammar) and knowledge of the world.**
- **Support all children so that all children in Year 3 and above can read age-appropriate books. *'It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.'* NC 2014**
- **Listen to our children's voices and act on their words to move our reading curriculum forwards.**