



Reading at Marshlands Primary School

Intent

Our reading curriculum has been designed to encourage curiosity, dream, enjoyment and respect. In reading, children learn to read easily, fluently and with good understanding. This will enable our children to access a wide range of texts for both their learning and enjoyment.

Fluency

Phonics (Read, Write, Inc)
Daily reading lessons
Year 2 Shared reading
Whole class/group approach
KS1 home reading books
Lending library
Class books
Book-banded books

Depth

Cross-curricular opportunities
Range of genres covered
Range of genres available
Variation in questioning
Quality texts chosen
Texts used to provoke thinking

Content & Sequencing

FSU: Sharing stories daily, continuous provision and Read Write Inc group reading.
KS1: Read Write Inc, Year 2 group/shared reading.
KS2: 3 weekly cycle of whole class and group reading. Other weeks may be filled with picture books or short stories.

Teaching Strategies

Read, Write, Inc
Group Guided Reading
Shared Reading
Whole Class Comprehension
Class Books
Book Talk
Texts accessed across foundation subjects
Reading for pleasure including East Riding Library book boxes.

Retention

Daily Read Write Inc, including revisiting sounds
Phonic assessments
Other assessments including common exception words
Home readers
Daily whole/group reading lessons
Reading assessments
Lending library

Progress & Attainment

Reading skills are built upon as children progress through school.

In KS1 & FSU, children are book-banded in correlation with RWI. Phonic assessments are carried out at least termly.

In KS2, children are book-banded using MPS book bands which correlate to age-related texts. Children access age-related texts in whole class reading and texts matched to their current ability in group. End of unit assessments and current book-bands are used to judge attainment 3 times a year.

Support

Everyone has access to the reading curriculum.

In Read, Write, Inc, children are grouped according to current attainment – this is reviewed regularly. Intervention and coaching is used to catch children up quickly whose progress may have slowed. KS1 children, after the completion of RWI, are grouped according to their current ability.

Whole class comprehension uses age appropriate texts and adaptations are made, where necessary, to ensure all children can access this.

Should it be identified on a specific support plan, some pupils may access texts and skills from lower phases.