



Bramcote C of E Reading Curriculum

Intent:

At Bramcote CofE Primary School we intend to:

- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity.
- Use reading skills as an integral part of learning throughout the curriculum.
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding.
- Develop different strategies for approaching reading and be able to orchestrate these effectively.
- Equip pupils with the reading skills that enable them to know more, remember more and understand more with increasing independence.
- Provide the chance for every child to become a reader

Throughout Key Stages One and Two, our reading sessions balance the teaching of reading between word reading, decoding skills, comprehension strategies and response to text in order to develop fluent readers who understand what they are reading. Comprehension is taught from an early age to prevent difficulties arising as the language demand of the texts pupils encounter increases. We believe that it is important that children read for meaning because not only does a lack of comprehension skills create a barrier to educational attainment; pupils with better comprehension skills are more likely to be engaged and motivated readers.

At Bramcote CofE, we aim to provide a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.

Implementation:

At Bramcote, we use VIPERS within a whole class reading approach that equips pupils with the necessary skills to be successful readers. Our approach focuses on building fluency and embedding comprehension skills with direct, taught sessions. Each letter from the VIPERS acronym represents a reading skill: vocabulary, inference, prediction, explanation, retrieval and sequencing/summarising. These are all closely linked to the assessed strands in the end of key stage assessments.

Sometimes, texts are part of a class book or at other times they are a poem, short extract or non-fiction article depending on the writing focus. The whole class reading approach supports rapid progress of lower ability readers. Research suggests this is due to exposure to higher-level questions and answers. Pictorial stimulus or activities which are designed to have a comprehension focus but reduce the amount of decoding can also be used to support SEND/EAL pupils.

Reading forms the core of our curriculum. All children read and are read to so that they develop a love of reading. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum. Our school uses the Phonics Bug scheme although this is supplemented by books from other schemes. All books are carefully banded to ensure progression throughout school.

All children are expected to read at home and take home reading books. Children in reception and KS1 take home two reading books; one phonically decodable text and a book the child has chosen to read for pleasure. KS2 pupils take home a reading book with a focus on more independent reading.



Our older pupils take on the responsibility of being a 'reading buddy' to a younger pupil, a role which they pride themselves upon. We also regularly invite parents to reading sessions with our younger pupils, providing a space for children and their parents/carers to share a story together.

Impact:

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they build their own interest in books, a deep love of literature across a range of genres, cultures and styles is developed.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a year 6 reader transitioning into secondary school, we aim that all children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning across the curriculum.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Spirituality

Spirituality is often subtly woven into the fabric of reading as our children delve into the enchanting world of literature. Through stories, fables, folktales and poetry, our readers encounter characters facing moral dilemmas, ethical choices and moments of self-discovery, allowing them to reflect on their own values and beliefs.

Literature provides a medium for exploring diverse perspectives, fostering empathy and encouraging a sense of connection with the human experience. Whether it is tales of courage, kindness or the wonders of the natural world, reading nurtures the spiritual dimensions of our children by offering them a space for meditation, contemplation and the exploration of universal themes that challenge cultural and religious boundaries.

Engaging with literature becomes a journey of self-reflection, imagination and understanding, contributing to the overall development of our children in their quest for meaning and purpose.