

Our reading curriculum enables children to:

- Become fluent and confident readers with good comprehension skills
- Learn about and from a range of texts including poetry and non-fiction
- Develop a love of reading for pleasure and encourage them to become life-long readers

So that they:

- develop a strong sense of **belonging** with a good understanding of the wider world.
- be inspired to raise their **ambition**.
- grow **resilience** as determined and independent individuals.
- show **kindness**, respect and tolerance.

READING AT HARTHILL Through our reading curriculum children, including those who are disadvantaged and those with SEND, will make progress in their reading fluency (through Active Learn phonics teaching and reading practice) and comprehension (through reading practice and whole class reading), leaving our school with the ability to read and understand a range of texts. They will be inspired to pick up both familiar and unfamiliar books and will gain knowledge of a range of fiction, non-fiction and poetry from our knowledgeable staff and high reading-profile culture. We will instill the notion that reading is a fundamental skill which will allow them to develop as learners in general, as well as sparking their imaginations and encouraging them to read as a pleasant and engaging pastime.

Our reading curriculum has been designed with our children in mind to ensure it:

- Broadens pupil understanding and experiences of the world
- Promotes diversity through carefully selected text choices
- Meets the needs of all pupils and supports long term social mobility
- Challenges pupils and promotes resilience
- Exposes children to texts and reading behaviours which they may not otherwise be exposed to
- Builds from Reading in EYFS through to Y6.

Implementation:

Through our reading curriculum children will:

- be taught to read through a systematic synthetic phonics programme (Active Learn)
- have opportunity to apply their taught sounds and words through reading practice
- ensure staff quickly identify gaps in sounds and tricky words and use 3 consistent identified interventions to address these
- ensure resources for reading at home are pitched to the correct level for a child's phonological level
- teach reading prosody, fluency, vocabulary and comprehension through a whole class read approach for those children who have completed their phonics learning
- be taught to progress from EYFS through to the end of Y6, preparing them for the next phase of their education at each step
- promote reading for pleasure through positive reading experiences, conversations and recommendations

Impact:

The impact of our reading curriculum is demonstrated in the following ways:

- What our children say (Daily performance from pupil - listening to children read on a 1:1 or group basis, responses in reading practice, whole class reading and interventions and pupil voice around engagement with reading for pleasure.
- What our children do (performance on summative assessments such as SATs, phonics screening, EYFS profiles, phonics tracker evidence)

FOR A DETAILED BREAKDOWN OF THE INTENT, IMPLEMENTATION AND IMPACT OF OUR READING CURRICULUM, PLEASE SEE OUR READING CURRICULUM POLICY.

