



Cove Junior School

Curriculum Statement Reading

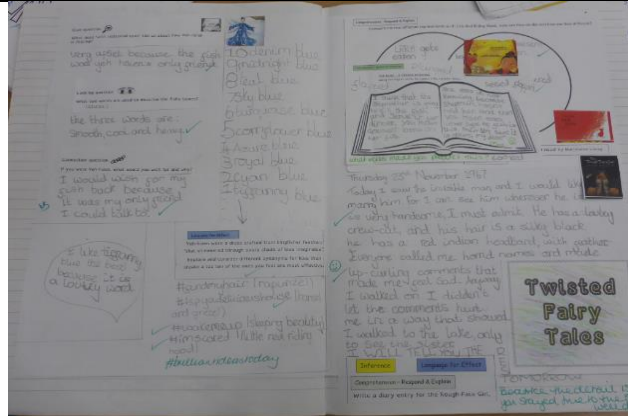
Reading is the gateway skill that makes all other learning possible” Barak Obama

“The more that you read, the more things you will know. The more you learn, the more places you’ll go” Dr Seuss, “I Can Read With My Eyes Shut!”

National Curriculum Aims

The national curriculum for reading aims to ensure that all pupils:

- Become skilled at word reading which involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words
- Read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- Develop good comprehension skills by drawing on linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world and a broad knowledge of a variety of texts.



Curriculum Intent for Reading

Our vision for reading is to provide a curriculum which centres around reading with, reading by, and reading to pupils of all abilities to foster a sense of appreciation and enjoyment as well as an understanding of reading for a purpose.

We aim to teach the mechanics of reading from phonics and decoding strategies for emergent readers, to fluency skills such as expression and pace for developing readers. We know that good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world and we aim to give the pupils experience of this through high-quality texts and discussion with the teacher and their peers, as well as from reading and discussing a range of stories, poems and non-fiction. We endeavour to offer reading rich classrooms to feed pupils’ imaginations and, in turn, develop their skills as writers.



Curriculum Implementation for Reading

Reading lessons take place daily and provide opportunities to teach reading strategies that can be applied to all books. This may be comprehension strategies, including literal recall, inference and deduction and making links to other texts, experiences or wider world issues. It may also be in regards to the mechanics of reading itself, for example, decoding using segmenting and blending or, developing fluency, stamina, expression, intonation, prosody, pace and pause. All pupils are encouraged to read widely across both fiction and non-fiction texts to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. We are developing our pupil’s vocabulary through our ‘Word of the Fortnight’ work and with the explicit links make to our spelling curriculum. Pupils who require support in reading are entered into a Rapid Reading programme delivered by experienced LSAs to help them develop their reading and comprehension skills from their own unique starting point.

Curriculum Impact for Reading

Our children develop the skills to read for a variety of purposes. They develop the confidence to discuss what they have read, building on or contesting the viewpoint of others. They learn to make connections between text and their own experiences, using these to reason and give examples to support their inferences and predictions. They respond creatively to texts and develop skills to enable them to become competent, fluent, expressive readers. They find enjoyment in what they read and choose books to engage, stimulate and entertain themselves.

