

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: Reading

Academic Year: 2020 – 2021

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

To enable children to:

- Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience
- Use reading as a fundamental part of all curriculum planning and development
- Develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence
- Read and respond to a variety of texts whilst developing an increased level of fluency and independence.
- For all pupils to reach a reading age of 12.10

Assessments including baselines

Star Reading

NARA 2

IDL

Provision for SEND and GT

Children are expected to read for at least 20 minutes per day, this can include being read to in Key stages 2 and 3

Children in Key Stage 4 have the opportunity to read twice daily

All pupils not reaching expected reading levels are provided with one to one additional reading support sessions for at least 1 term with TA/ Reading Support

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths this include competitive reading challenges.

<p style="text-align: center;"><u>Intent</u> (Curriculum design, coverage and appropriateness)</p>	<p style="text-align: center;"><u>Implementation</u> (Curriculum delivery , teaching and Assessment)</p>	<p style="text-align: center;"><u>Impact</u> (Attainment and progress, reading, destinations)</p>
<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Develop our children’s understanding of a variety of text types including non-fiction, fiction, poetry and drama. • Develop children’s confidence, fluency, and independence when reading for different purposes. • Develop children’s abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author. • Use drama and role-play, where appropriate, to immerse children in the text. • Ensure our children have sound phonic awareness and use a phonics first approach to reading. • Use ICT systems to access and locate texts. 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Specialist reading department • All pupils read for at least 20 minutes a day • Follow a structured phonics programme • Highly structured interventions both within the classroom and one to one. • Use of computer reading programs within the classroom – (Indirect Dyslexia Learning) • Regular author visits to inspire the love of reading and writing. • Annual collaborative reading/writing day to inspire and enhance skills. • Reading Support will come into the classroom and provide ideas to inspire reading. 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Work Scrutiny • Lesson Observations • Learning walks • Pupil progress Meetings • Pupil progress discussion • Star Reading – Assessed on Entry • NARRA 11 assessment for those pupils that are significantly below expected levels or not suited to Star Reading Assessment • Use of Accelerated Reader quizzes after each Accelerated Reader book completed to ensure comprehension and understanding • Librarian will discuss with pupils how best to increase their reading skills if not reaching full potential.
<p style="text-align: center;"><u>Key Stage 2</u></p> <ul style="list-style-type: none"> • All Key stage 2 pupils set targets of 1 years progress 	<p style="text-align: center;"><u>Key stage 2</u></p> <ul style="list-style-type: none"> • Use of interventions including Read, Write, Inc. IDL. • Use of Bug Club – linked to primary book band levels • Use of KS2 own library • Oxford Reading Tree – Book Buddies to be phased in. 	<p style="text-align: center;"><u>Key stage 2</u></p> <ul style="list-style-type: none"> • Classroom Monitor completed half termly • Pupils to complete Key Stage 2 SAT’s • Increased number of books read and quizzed using Accelerated Reader • PIVATS
<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • All Key stage 3 pupils set targets of 1 years progress 	<p style="text-align: center;"><u>Key Stage 3</u></p>	<p style="text-align: center;"><u>July 2019</u></p>

	<ul style="list-style-type: none"> • Use of English interventions such as IDL (computer reading and spelling programme) • Read, Write Inc. Fresh Start phonics lessons (specifically for our older pupils) • Use of specialist English teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. 	<ul style="list-style-type: none"> • 100 % of Key stage 3 pupils achieved their Classroom monitor target (1 Year Progress) in reading
<p style="text-align: center;"><u>Key Stage 4 and 5</u> All</p> <ul style="list-style-type: none"> • All year 11 pupils to complete an external qualification in English. (Entry Level 1, 2, 3, Functional Skills Level 1 and 2, GCSE, AS -Level) 	<p style="text-align: center;"><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> • Use of English interventions such as, Read, Write Inc, Fresh Start (Specifically for our older pupils) and IDL (computer reading and spelling programme) • Use of specialist English teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. 	<p style="text-align: center;"><u>Key stage 4 and 5</u> <u>July 2019</u></p> <ul style="list-style-type: none"> • 80 % of pupils achieved GCSE English Language A-C • 100% of pupils achieved GCSE English Literature A-B • 25 % of pupils achieved Level 2 • 100 % achieved Entry Level <p style="text-align: center;">100% of all year 11 pupils completed an external qualification</p>