



**Altmore & Lathom Schools Federation**  
**KS1**  
**Reading Curriculum Intent/Policy**  
 Subject Lead: Kelly Grove



**Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.**

<b>Intent</b> What will take place before teaching in the classroom? What are we trying to achieve?	<b>Implementation</b> What will this look like in the classroom? How do we deliver our curriculum?	<b>Impact</b> How will this be measured? What difference is our curriculum making?
The school's senior leadership team will:	The teacher sequence will:	Children Voice will show:
<ul style="list-style-type: none"> <li>• Ensure that our school values are at the heart of the curriculum design.</li> <li>• Ensure that I have appropriate time to develop, monitor and support staff in my subject.</li> <li>• Provide an adequate budget to ensure that standards can continually be raised.</li> <li>• Support opportunities for my own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Map text potential of the termly focus text, identifying key vocabulary, writing opportunities, vocabulary, prior knowledge, P4C opportunities etc</li> <li>• Review prior learning.</li> <li>• Incorporate a range of different opportunities for children to learn vocabulary linked to texts that are being read.</li> <li>• Incorporate as many opportunities as possible for children to 'talk.'</li> <li>• Provide 'Talk for Writing' opportunities.</li> <li>• (In KS1) Guided reading with an adult happens daily, either with the class teacher or TA and focuses on vocabulary, retrieval based questions, inference type questions, opportunity for prediction, explain, retrieve, summarise.</li> <li>• Read for pleasure and show a love for reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Children's ability to use phonic knowledge at their stage of development to decode and blend sounds to read words.</li> <li>• A secure understanding of the key techniques and skills to answer comprehensions skills.</li> <li>• A good knowledge of reciprocal reading and the different strategies in Reciprocal Reading.</li> <li>• A secure use of subject specific vocabulary allowing children the confidence to discuss their own work and identify their strengths and areas for development in Reading.</li> <li>• Knowledge of their favourite books and why these are their favourite books.</li> <li>• Knowledge of different genres.</li> <li>• Knowledge of different books.</li> <li>• A love for reading.</li> </ul>
As a subject leader I will:	The classroom will:	Displays and books will show:
<ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the Reading National Curriculum to support teaching and support staff in delivery of the curriculum.</li> <li>• Endeavour to develop children as readers and writers.</li> <li>• Ensure an appropriate progression of reading skills and knowledge is in place over time so that children are supported to be the best readers they can be, and challenge teachers to support struggling readers and extend more competent ones.</li> <li>• Ensure regular monitoring is completed.</li> <li>• Provide regular training for all staff which addresses elements for development identified through rigorous monitoring.</li> <li>• Keep myself up to date with new initiatives and reading</li> </ul>	<ul style="list-style-type: none"> <li>• Children have had opportunities for practise and refinement of all reading skills.</li> <li>• Showcase children's work to celebrate their achievements in Reading.</li> <li>• All classroom displays will display topic vocabulary to support children in their 'talk' and knowledge of a range of words.</li> <li>• Table tops will display interactive questions and texts linked to each subject to allow children to read a range of books and genres.</li> <li>• Provide appropriate quality texts for each area of the curriculum.</li> <li>• Core books to be displayed in every carpet for children to access readily and easily.</li> </ul>	<ul style="list-style-type: none"> <li>• Showcase children's work to celebrate their achievements in Reading.</li> <li>• Clear differentiation of support is evident in all children's work books, ensuring every child's specific needs are targeted and addressed.</li> <li>• English books will show a clear journey of a unit of work, using a core text each term.</li> <li>• Opportunities for children to predict, summarise and answer differentiated comprehension questions.</li> <li>• That children, over time, evidence they have embedded and subsequently built on the early phonic skills in order to continue to develop as a reader.</li> </ul>

<p>skills and share these with staff to make sure reading is always current.</p> <ul style="list-style-type: none"> <li>• Continue to think of ways and new strategies to 'empower' our parents to able to support their children's reading at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a welcoming and well stocked book corner for children to feel excited and welcomed into and to enjoy books of all kinds.</li> </ul>	
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The class teacher will, with support from myself:	The children will be :	As the subject leader I will:
<ul style="list-style-type: none"> <li>• Plan carefully structures learning to ensure the needs of all children is met.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all children have the correct tools and materials to make progress in their Reading.</li> <li>• Attend relevant training to ensure that they continually strive to deliver the very best reading teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged in their Reading because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as a reader because they know how to be successful.</li> <li>• Safe and happy in reading lessons which give them opportunities to explore their own reading and writing skills development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses musical skills and knowledge</li> <li>• Develop reading skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> <li>• Enthusiastic readers who love to read a wide range of genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Work closely alongside the Phonics lead to ensure children are making progress through the RWI scheme and children who are falling behind are having effective intervention.</li> <li>• Work closely alongside the Phonics lead to ensure children who have successfully completed the RWI scheme have appropriate provision to further develop them into confident reader.</li> <li>• Celebrate the successes of children through planned displays and on the spot recognition.</li> <li>• Collate evidence over time which evidences that children know more and remember more.</li> <li>• When applicable, provide CPD support to ensure that the impact of my subject covers a breadth and depth of learning.</li> <li>• Consider how well our children are prepared for the next stage of their education.</li> <li>• Ensure all children, including disadvantaged and SEN, have made progress in Reading.</li> <li>• Report to Governors about the above mentioned items.</li> </ul>