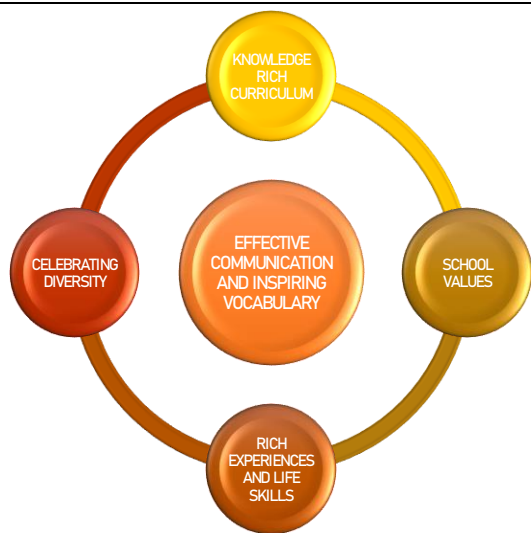


English (Reading)

Our progressive English curriculum is centred on high quality texts that aim to fully immerse each child into the world of literature. These rich literary experiences are underpinned by sequential skills that build on the children's prior knowledge and ensure a secure acquisition of reading and writing skills. Within the wider curriculum, reading and writing opportunities are carefully planned to further expand and build on children's vocabulary. There are opportunities for the children to articulate and develop their oracy skills across the curriculum. Beyond the classroom, theatre trips, visits to local learning destinations and whole school events highlight and continually build a love of reading. This reading culture effectively prepares our pupils for life in the modern world.



Effective Communication and Inspiring Vocabulary

Effective communication is a fundamental skill that we explicitly teach. Beginning in EYFS, through the prime area: communication and language and through our application and delivery of a systematic, synthetic phonics program (SSP) Red Rose. These key skills are nurtured so our children become effective communicators, independent readers and fluent writers. In EYFS story boxes, poetry baskets, nursery rhymes and helicopter stories provide opportunities for children to develop these fundamental skills. Across KS1 and EYFS our SSP program continues alongside children selecting home reading books that match the phonetic sounds and tricky words they are being taught. Ensuring the children are building on their acquisition of phonics and developing a firm understanding of the vocabulary being taught. In KS2, children continue to select independent reads based upon their individual phonetic ability and their comprehension. Through KS2, whole class guided reading and the spelling scheme 'No nonsense spelling' is taught. This explicit teaching of spelling patterns and vocabulary provides multiple opportunities for children to rehearse and practice newly taught vocabulary and applying it within the context of the sentence, supporting children with the understanding of homographs. We recognise that oracy is a powerful tool for learning and teach our children to become effective speakers and listeners to empower them to better understand themselves, each other and the world around them.

Knowledge Rich Curriculum

Our systematic, synthetic phonic program Red Rose runs consistently through EYFS and KS1, phonic intervention is also planned and delivered to ensure all children achieve and build on their skills throughout their time at Asmall. A secure phonetical understanding and the sequential building of words (high frequency and tricky) ensure children become confident independent readers. Class teachers ensure home reading books match the ability of each child both in terms of the word reading and comprehension skills. Our English curriculum, personalised from the award-winning Literacy Tree scheme, is centred on high quality texts that have been matched to the age and stage of each year group. Reading opportunities are an integral part of every daily English lesson. Children are given many opportunities to read for pleasure. Every classroom has their own library with a plethora of books that match the age and stage of the children in each classroom. Class teachers model high quality reading to the children across the curriculum, both important for the children in terms of knowledge acquisition and overall enjoyment of specifically chosen class reads to further promote a love of reading. Reading assemblies and daily reading, promoted in school and at home, further support a knowledge rich curriculum. Our curriculum is well thought out, progressive and sequenced to enable our children to thrive as individuals, family members and members of society.

School Values

Our values of Resilience, Positivity, Caring, Kind, Happy, Respectful and Confident underpin our approach to reading in English. Our school is committed to using our values:

Resilience – Our progressive texts increase in challenge within each year group and across year groups.

Positivity – Reading for pleasure is consistently promoted. Children talk positively about books.

Caring – Writing for a purpose, community links and visits to local learning destinations all serve to support children to care about the world and become empathetic adults.

Kind – Oral interactions are specifically taught and encourage children to become both empathetic speakers and listeners.

Happy – A love of reading is consistently visible across our school.

Respectful – Respect the ideas of others and celebrate the diversity of texts.

Confident – Our school perform regularly, from reading aloud in class and learning poetry by heart to performing scripts on the hall stage to an audience.

Celebrating Diversity

Our progressive and carefully sequenced English curriculum ensures a comprehensive coverage of texts. It is vital that we reflect our communities and that children see character's that are similar to themselves in their reading material. Our carefully chosen texts also celebrate diversity by author, historical setting, cultural setting, plot and character. Our curriculum provides children with opportunities to view the world from different perspectives and gives our children the chance see diversity in its many forms. These literary experiences provide our children with an informed and empathetic view of the world in which they live.

Rich Experiences and Life skills

We passionately believe in promoting a lifelong love of reading and literature. Our daily English lessons are centred on high quality texts that are immersive learning experiences for the children. We also partake in many national events throughout the year that showcase reading and literature including: poetry week, Roald Dahl Day, World Book Day and author week. Author week is a chance for our children to meet an author learning from their expertise, knowledge and further promoting a love of literature. Beyond the classroom, our children have many rich experiences including: theatre visits, library visits, visits to local high schools to watch productions of plays and taking part in community based visits that centre on an immersive piece of literature, truly making the most of every literary learning opportunity.