



Reading at Bomere Heath

At Bomere Heath and the XI Towns Federation, we aim to instil a love of reading in all our children. Our curriculum is designed to ensure that pupils not only read for pleasure but to use books to research and gather new knowledge to extend their understanding.

Our principle aims - from the National Curriculum in England - for Reading are to:

- Put reading at the heart of the curriculum.
- Inspire pupils to develop a 'lifelong love of reading'
- Ensure that pupils develop fluency to confidently read at speed (90 words per minute).
- Provide pupils with the ability to understand what they have read and use that information for a given purpose.

We know that reading is the passport to the world and ability to communicate effectively. Reading enables children to acquire a richer vocabulary and develop an understanding of their world. It allows a shared dialogue and enjoyment of books with parents, staff and peers. We see parents as a key influence in pupils reading enjoyment.

The core of our reading curriculum is the National Curriculum for England which is supported by Rising Stars Rocket Phonics and Pathways to Read. Rising Stars Rocket Phonics is a systematic, synthetic phonics scheme that is validated by the Department For Education to ensure that children are able to learn the phonics code required for them to become fluent, confident readers. These schemes were chosen specifically for their ability to engage children, motivate reluctant readers and inspire children to want to read further. The phonics texts are directly linked to the phonics learning in class. Using workbooks alongside the learning ensures children access daily opportunities for applying and embedding learning. Our staff worked alongside the Pathways team to create a bespoke reading programme to complement our broad curriculum. This has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. All staff have received training in our phonics scheme which built on our existing success with Letters and Sounds and allows us secure fidelity to Rocket Phonics. We believe every child should be a reader.

All pupils are exposed daily to a variety of quality books and shorter texts that include both fiction, non-fiction and poetry. Everybody can become fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. Teachers develop

pupils reading accuracy, automaticity and prosody. Pupils develop a love of reading; a good knowledge of a range of authors; understand more about the world in which they live to widen their horizons and raise their aspirations. Reading is prioritised across our broad and balanced curriculum allowing pupils to read and understand all subjects. Pupils develop resilience by reading and re-reading to develop their understanding of challenging vocabulary.

We place reading at the heart of the curriculum, so it is prioritised allowing pupils to access the full curriculum offer. Around school, you will find displays which celebrate authors – for example, author of the term displays - inspiring reading areas, pupil's favourite books, authors and recommended reads. Daily story time takes place in every class with an adult modelling fluency and intonation.

At all stages, reading attainment is assessed to ensure that gaps are addressed quickly and effectively so that pupils' progress is accelerated. Early readers are taught by skilled teaching staff through the Rising Stars Rocket Phonics programme, ensuring that their reading books match their current phonetic understanding. Continuous assessment takes place to ensure that pupils have embedded new knowledge and understanding to inform the teaching sequence and groupings or the need for tutoring. Pupils with SEND or who join the school as early readers throughout their primary education will have tailored support as needed (please see our SEND policy and Information Report).

Guided Reading takes place throughout the week in each class, to ensure that pupils can become fluent, confident readers and are questioned about their understanding of the texts within group discussions.

Formative assessment takes place daily, while termly summative assessment takes place in the form of Salford Reading testing which allows analysis of gaps in learning to be quickly addressed.

Our pupils are competent readers who are able to access a range of appropriate texts in order to discover and research as well as enjoy a poem or story. They are able to talk about the books that they and their teachers read, and which authors they like and why. Overwhelmingly, children make good or better progress and achieve well.

The impact of our curriculum is that:

- Pupils of all abilities succeed in all reading lessons because they read widely and often.
- Pupils use phonetic code to decode and blend words.
- Pupils have developed a personal awareness, preferences and opinions on a range of authors, genres & texts.
- Pupils are prepared to read in any subject in their next stage of education.
- Parents and carers have a good understanding of how they can support reading and home and contribute to home-school records.

We firmly believe that reading is the key to all learning, and so the impact of our reading curriculum goes beyond the results of the statutory assessments. It influences not only reading skills, but also the wider curriculum and the understanding of our world. Our pupils know more; they remember more therefore they can do more!