

## **Curriculum Design at Harthill**

## Our reading curriculum enables children to:

* Become fluent and confident readers with good comprehension skills
* Learn about and from a range of texts including poetry and non-fiction
* Develop a love of reading for pleasure and encourage them to become life-long readers

So that they:

* develop a strong sense of belonging with a good understanding of the wider world.
* be inspired to raise their ambition.
* grow resilience as determined and independent individuals.
* show kindness, respect and tolerance.

READING AT HARTHILL Through our reading curriculum children will make progress in their reading fluency (through Active Learn phonics teaching and reading practice) and comprehension (through reading practice and whole class reading), leaving our school with the ability to read and understand a range of texts. They will be inspired to pick up both familiar and unfamiliar books and will gain knowledge of a range of fiction, non-fiction and poetry from our knowledgeable staff and high reading-profile culture. We will instill the notion that reading is a fundamental skill which will allow them to develop as learners in general, as well as sparking their imaginations and encouraging them to read as a pleasant and engaging pastime.

Our reading curriculum has been designed with our children in mind to ensure it:

* Broadens pupil understanding and experiences of the world
* Promotes diversity through carefully selected text choices
* Meets the needs of all pupils and supports long term social mobility
* Challenges pupils and promotes resilience
* Exposes children to texts and reading behaviours which they may not otherwise be exposed to

Implementation:

**Through our reading** **curriculum children will:**

-be taught to read through a systematic synthetic phonics programme (Active Learn)

-have opportunity to apply their taught sounds and words through reading practice

-ensure staff quickly identify gaps in sounds and tricky words and use 3 consistent identified interventions to address these

-ensure resources for reading at home are pitched to the correct level for a child’s phonological level

-teach reading prosody, fluency, vocabulary and comprehension through a whole class read approach for those children who have completed their phonics learning

- promote reading for pleasure through positive reading experiences, conversations and recommendations

Impact:

**The impact of our reading curriculum is demonstrated in the following ways:**

-Daily performance from pupils (listening to children read on a 1:1 or group basis, responses in reading practice, whole class reading and interventions, phonics progress, TAF evidence)

-performance on summative assessments (SATs, phonics screening, EYFS profiles)

-pupil voice and engagement with reading for pleasure

***FOR A DETAILED BREAKDOWN OF THE INTENT, IMPLEMENTATION AND IMPACT OF OUR READING CURRICULUM, PLEASE SEE OUR READING CURRICULUM POLICY.***