

Intent

At Beccles, we are dedicated to enabling our pupils to become lifelong readers: developing a love of reading both for purpose and for pleasure. We believe reading is a vital tool in ensuring academic success, therefore we aim to develop pupils' reading skills in order to improve their life chances. We aim to do this by ensuring pupils at our school are confident, competent readers who are ready to access a wide range of reading materials, which will open up the world of learning to them.

Our reading curriculum has been designed based on the research of Shanahan, Rasinski, Law and Lemov. Across the school, we have a Literature Spine to ensure pupils leave Beccles Primary Academy with a foundation of classic and contemporary fiction upon which they can build throughout their life. We believe that the texts we share with pupils should act as both a window and a mirror: every child should see themselves through the books, but the Literature Spine should also act as a window into the lived experiences of others. These texts have been selected to allow pupils the opportunity to have a dress rehearsal for issues that they will come across in real life and it is important to expose them to these issues in a safe, open and honest environment, thus preparing them for life beyond the primary school.

Implementation

Reading is taught daily from EYFS to Year 6, and every child will hear an adult read aloud to them from the class text at a different time from the reading lesson.

Across KS1 and KS2 pupils' reading lessons will be predominately taught through the Literature Spine core text. During the unit of working, pupils will also be exposed to bespoke, supplementary texts to ensure pupils are exposed to a range of genres.

Each lesson will begin with explicit vocabulary instruction followed by a fluency task. Learning will then move on to explicit teaching of reading comprehension strategies. Pupils will focus on a specific reading domain for that lesson, being exposed to variety of domains over a breadth block. Teachers will explain the learning for the lesson followed by an example. The pupils will then have a chance to attempt this skill themselves before moving on to apply and challenge activities independently.

The concentric structure of the reading curriculum means that the repetition of key strategies and skills will result in multiple opportunities for all pupils to learn these essential skills which will support them across the entire curriculum.

Reading Curriculum



Impact

By the time children leave Beccles Primary Academy:

- They are competent readers who can recommend books to their peers.
- They have a thirst for reading a range of genres, including poetry.
- They participate in discussions about books.
- They can read books to enhance their knowledge and understanding of all subjects on the curriculum.
- They can communicate their research to a wider audience.

We measure the effectiveness and impact of our Reading Curriculum in a variety of ways:

- Summative assessment - use of national and summative testing which enables pupils' progress and attainment to be evaluated.
- Leaders' monitoring - lesson observations; learning walks; book scrutiny, pupil voice.
- Children in Foundation Stage are assessed within the Early Years Framework and their progress tracked using Tapestry observations.
- Formative assessment - assessment for learning takes place daily and is used to identify individual needs and to inform future planning.