

Subject Intent through our Values

Community

We believe that by giving the children a **breadth and depth of knowledge** about reading will enable them to become **rich and rounded individuals** within their community. They will be exposed to a range of texts that not only help them as individuals but also to explore wider communities that they may encounter.

Peace

Peace is explored as a theme through many different texts, for example: peace in friendships or peace around the world. **We consider the peace that is the act of reading.** From quiet reading time in classes, teachers reading to their children or time spent in our well stocked library.

Love

Love is another theme that is explored in a variety of extracts, and we discuss how different that is for each one. We also foster a **love of reading** within the school and demonstrate to children how there are many ways to read and enjoy it.

Resilience

We push our children to consider **new themes and concepts** in a variety of different ways – the answer is not just always there on the page. We encourage children to be resilient in trying new books and to continue when they find a text challenging.

How we make our curriculum exciting and engaging and increase children's cultural capital:

- We engage with a wide range of texts over the school year, which allows children to examine what sort of reading they enjoy and want to explore further. By using an **extract based model** we are then encouraging children to find the books that they have enjoyed and read the whole thing. The themes that we explore are universal across the school (such as Black History Month) and means that children across all year groups can discuss the **themes and topics** raised.
- Each year group visits the library that we have and are encouraged to take home any book that interests them – even if they need an adult to read it to them. This is additional to any levelled reader that they might need.
- We annually celebrate World Book Day.

Our Curriculum Approach

We teach guided reading through a combination of **extracts** and **longer novels** – through this mix children are able to **find answers** through shorter pieces of writing as well as **apply ideas** across a longer piece of text.

Each week has a theme so that children can **make links** between different text types and are exposed to a variety of **fiction, non-fiction** and **poetry**. The work that they do will **deepen their understanding** of vocabulary and how to answer different questions using a variety of skills.



READING

At Walsh Infants and Juniors

How we develop children's language, including subject specific and technical vocabulary and oracy:

High quality extracts are chosen for our reading lessons that are appropriate to the expectations of year groups. Vocabulary is **explored** and **developed** daily, with teachers providing opportunities to explore **definitions of new words** and **make links**. Children will develop their use of language, which enhances their understanding of texts across the curriculum, allowing them to access more challenging texts. **Daily discussion** in a core part of our reading strategy with teachers modelling what this should look like.

Spirituality

Reading enhances our children's spirituality by providing them **windows to other worlds**. Children are given the chance to move beyond what they know and experience **different settings, circumstances** and **actions** which, through discussion, they can begin to compare to their own lives and make comparisons.

How we Adapt Teaching to meet the needs of our pupils:

- Teachers are empowered to adapt lessons and content to best meet the needs of their class. There are **higher level thinking questions** to push a children to add more depth to their understanding of texts. Children have access to thesauruses and dictionaries to help their understanding of vocabulary.
- Adults in the classroom are **deployed effectively** to support those who need it.

Big Ideas

At Walsh we aim to give children insight into the wider world by letting them experience different cultures and people through books.

We want children to be inspired by what they read and to develop their curiosity about the world around them.

Teaching and Learning Approaches used in this subject:

We regularly dive into the language in the texts that we are reading to enhance children's vocabulary and give them an understanding of the words in context. We develop synonyms and anonyms so they can then build on this knowledge.

Retrieval skills are explicitly taught so children are able to scan texts and find relevant information to help them answer questions and then children are given the opportunity to develop their higher thinking skills such as inference and summarising.

Oracy is a big part of Reading – children have the opportunity to and take part in discussions about books helps them to form their own opinions and respect the thoughts of others.

How we assess:

- Teachers use precise questioning during lessons for formative assessment, adjusting planning to support or challenge students as needed.
- Termly reading assessments via NFER provide insights into each child's strengths and areas for improvement.
- **Formative, summative and teacher assessment** is used to triangulate termly teacher judgements.