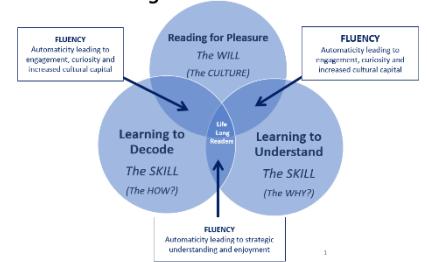




Reading at Grange Primary Academy

<u>Reading Curriculum Drivers</u>	<u>Deepening Concepts</u>	<u>Purpose</u>
<p>As a result of the children being taught the Grange Curriculum, our children will be:</p> <p>A Resilient Learner: As a resilient reader, children will know their strengths and be able to set realistic goals. They will accept feedback and deal positively with praise, setbacks and criticism. They will keep trying and not give up - determined to learn the knowledge that they need to achieve their reading potential.</p> <p>An Independent Enquirer: As an independent enquirer, children will ask the questions that matter. They will be eager to learn and be confident to ask for information. Children will question the reasons behind the ideas in the text to deepen their understanding. They will infer and predict using details from the text. They will learn through talking, practise and consolidating.</p> <p>An Articulate Collaborator: Children will be effective communicators. They will be able to work confidently with others, using language to explain, negotiate and debate. Pupils will express their understanding and share learning in a range of ways, using technical and challenging vocabulary. Using drama, they will become more confident in sharing ideas and performing to their peers.</p> <p>An Ambitious Individual: Children will work hard to challenge themselves. Be motivated by success and driven by being the best version of themselves that they can be. Producing work of high quality, taking pride in themselves and being the best that they can be.</p> <p>A Considerate Participant: Children will value diversity and celebrate our rich heritage and culture. They will recognise that other people have different beliefs and attitudes and play a full part in the life of the school and engage actively with issues that affect them and those around them. They will share ideas and listen to those of others, learning and celebrating together.</p>	<p>Within the teaching of reading at Grange Primary Academy, substantive reading concepts are deepened such as:</p> <p>Spoken Language Word Reading Reading Comprehension</p> <p><u>Impact</u></p> <p>Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.</p> <p>As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We aim for pupils to relate their reading experiences to their own personal development, developing an empathy for characters and making links to their own behaviours.</p>	<p>At Grange Primary Academy, children are taught to decode (the skill - how), understand what they have read (the skill – why) and to read for pleasure (the will). Our curriculum uses a range of genres to engage the children and aims to develop all three areas for all children, aiming to achieve lifelong, fluent readers.</p> 
		<p><u>Sequencing of Content</u></p> <p>Essential knowledge is recalled and linked to new learning. A range of skills are taught progressively using different genres, giving all children the opportunity to become lifelong readers.</p> <p>Children access age related texts, applying word reading and comprehension skills to understand and enjoy what they are reading.</p>
		<p><u>Retrieval Practice</u></p> <p>Children take part in regular retrieval quizzes to strengthen their memory / ability to use the text.</p> <p>Adults model finding key information in texts to support with understanding and the ability to summarise and recall what they have read.</p>

British Values

At Grange Primary Academy we understand the importance of promoting the fundamental British Values that are recognised around the world. It is our aim as a school to address these values wherever possible in the curriculum, including in Reading.

Democracy:

- Share views freely about a text/characters/events and listen to those of others.
- Respect different opinions during whole class discussions about a text/extract.
- Voting for whole class text – EYFS.

The Rule of Law:

- Use of text extracts that develop understanding of right and wrong and challenge wrong decisions.
- Exploring texts/extracts that promote equal opportunities for all.

Individual liberty:

- Selecting their own reading material based on their interests and enjoyment (reading for pleasure).
- Discussions about a text – sharing own ideas that can be different to others.
- Whole class texts challenge stereotypes.

Mutual Respect & Acceptance of those of Different Faiths and Beliefs:

- Whole class texts / texts extracts chosen to explore different beliefs and faiths.
- Text discussion about similarities and differences between faiths and beliefs.
- Library texts from a range of different cultures and beliefs.
- Texts planned in to explore a range of positive role models – linked to themes, e.g. Black History Month.

SMSC

Our curriculum helps to promote and foster SMSC through a variety of different ways.

Spiritual:

- In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'
- By appreciating the beauty of language.
- By sharing stories from different religions.
- Text discussions - opening children's thinking.
- Real life experiences extending their abstract thinking.
- Opening possibilities of worlds other than their own.
- Time spent imagining and reflecting on settings and characters and how they make them feel.
- Stories from different cultures.

Moral:

- Reading and discussing texts about people who have influenced our world by standing up for what they believe in, e.g. Nelson Mandela, Rose Parks, Marin Luther King, Malala Yousafzai etc...
- Stories posing moral dilemmas for children to discuss.
- Comparing good/bad characters - looking at the image of good characters and do they all follow the same patterns e.g. Jack and Goldilocks

Social:

- Whole class text discussions – thoughts and opinions in relation to the whole class text.
- Use of drama, collaborative group/paired work in relation to a whole class text.
- Comparing good/bad characters, looking at the image of good characters and do they all follow the same patterns e.g. Jack and Goldilocks.
- Relating the texts/characters to their own lives – discussions around this reality.

Cultural:

- By providing opportunities for pupils to engage with texts from different cultures.
- By sharing stories/text extracts within whole class reading from different cultures.
- By using non-fiction texts to learn about different countries, cultures (text extracts during whole class reading as well as cross curricular – R.E, History and Geography).
- Books which challenge cultural stereotypes, e.g. Astro girl, The Smeds and the Smoos.

Cultural Capital

Cultural Capital is the accumulation of knowledge and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge, and competence. It is one of the key ingredients a child will draw upon to be successful in society, throughout their educational journey and eventually their career and world of work. At Grange Primary we enhance children's experiences and learning by utilising different opportunities in our Reading curriculum.

We provide and expose our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. The children can access these texts in the school library, in classroom book corners as well as during their reading lessons.

Impact

At Grange Primary Academy, our reading curriculum aims for children to:

- Be able to read and will show increasing confidence, resilience and independence in both their reading and their reading skills so that they continue to become lifelong readers.
- Have a love of reading and develop preferences on what type of genre or topic they like to read.
- Have a book appropriate to their developing phonic knowledge and matched to their fluency and understanding.
- Be exposed to a range of different genres and authors.
- Understand what is read to them and answer questions including making inferences and making connections between texts.
- Become lifelong readers who know and understand their reading preferences.

