



Sandy Lane Primary School Reading Curriculum

Mission	Taking PRIDE in all we do					
Values	PRIDE	Positive	Responsible	Inclusive	Determined	Enquiring
	School Rules	Ready	Respectful	Safe		
Curriculum Intent - To Promote the 5 values and school rules						

Reading Intent

Our intentions in Reading are for children to:-

- Have a **positive** approach and a love of reading
- Take **responsibility** for their own learning and challenge themselves to read a wide variety of text types
- See themselves reflected in our curriculum and embrace an **inclusive** approach by reading texts from a variety of genres, authors and cultures
- Be **determined** to develop their understanding and to keep going when studying challenging topics
- Know that reading can help them to understand their world through **enquiry**. They will develop the confidence to think critically, be able to explain their opinions and justify them with evidence.

At Sandy Lane, the reading curriculum is designed to develop a lifelong love for reading while ensuring children become confident, fluent, and critical readers. We aim to provide a rich and inclusive reading experience that exposes children to a wide range of genres, authors, and cultures. Our focus is on nurturing a deep understanding of texts, building vocabulary, and developing comprehension skills. We believe that reading is foundational to all areas of learning and aspire to equip children with the necessary skills to access the breadth of the curriculum and also to help them to explore the world around them.

Reading Implementation

In Reception and KS1, children follow guided reading sessions from Unlocking Letters and Sounds. This ensures strong links between reading and phonics. Children spend 3 sessions reading a book with a focus on word reading, prosody and comprehension. The books children read are closely matched to their phonics knowledge.

In KS2 children participate in whole class reading lessons, 5 times a week. These sessions follow the FASE Reading model ("Teach Like A Champion" Doug Lemov et al).

- **F – Fluency:** "reading and comprehension require fluency".
- **A - Accountability:** "the only way we can truly know if a student is reading is if they are reading out loud."
- **S – Social:** reading provides a shared experience and contributes to "building a sense of community and belonging".





Sandy Lane Primary School Reading Curriculum


- **E – Expressive:** “to read aloud well if to make meaning audible, to breathe life into a text...”


There are 3 ‘depth’ and 3 ‘breadth’ terms throughout the year. Depth terms draw from the class novel for that term (which, in turn, often drives the writing. Extracts from that novel are selected to study for reading comprehension. Breadth terms ensure that our students are exposed to a wider range of literature whilst still ensuring development in reading comprehension.

Each week begins with the introduction of tier 2 vocabulary and ensuring understanding of new vocabulary within the text (‘Explain’). The same extract is shared in each session of the week, modelled first by the class teacher, then read aloud by students, shared with other students and then read independently. Students learn to summarise the text and then to answer retrieve, interpret and authorial choice questions

 These activities develop children's understanding of vocabulary and the meaning of words in context.

 These activities develop children's ability to retrieve information from the text and comprehension skills.

 These activities develop children's ability to interpret information from a text and develop their understanding of what has been presented by 'reading between the lines'.

 These activities develop children's ability to draw conclusions about the writer's choice of language.

Reading for Pleasure

To instil a love of reading, all children at Sandy Lane:

- visit the library weekly
- are read to by adults daily
- have weekly DEAR (drop everything and read) sessions
- have access to high quality texts in their classroom

Reading Impact

As a result of our Reading teaching, children at Sandy Lane:

- Love reading and can talk about books, genres and authors.
- Read a variety of texts including books, comic books, newspapers, information texts and poetry.
- Are engaged, supported and challenged.



Sandy Lane Primary School Reading Curriculum

- Are confident and can talk about Reading, books and their learning, as well as the links between books and other areas of the curriculum and the wider world.
- Can apply their reading to a range of situations successfully.
- Can demonstrate fluency in their reading.
- Make good or better progress, which is tracked and monitored by school staff.

In conclusion, our intent, implementation, and impact statement demonstrates our commitment to creating an outstanding reading provision in Sandy Lane Primary School. By providing high-quality teaching and learning, targeted interventions, fostering a love for reading, and promoting inclusive education, we empower our children to become confident and skilled readers, equipping them with the necessary tools for future success.