

Blackwell Reading Curriculum

Vision

At **Blackwell First School** we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of **skills for life**, social and moral values and **academic success**.

Values

**Respectful and responsible citizens *Competent and confident learners *Aspirational individuals*

Key competencies

**Co-operation *Communication *Independence *Resilience *Problem solving*

Learning Areas

**Communication language and literacy *Creative development *Humanities
*Mathematics/ Technology *PSED *Physical development*

Opportunities

Philosophy for Children, Forest School, Early Years Provision, Broad curriculum, Restorative behaviour management, Relationships, Environments, Events, Routines-play, collective worship, lunchtimes and lessons, Enrichment-educational visits, afternoon clubs, Job scheme and pets

Principles

High expectations, Inclusion, UN Rights of the Child, SMSC development

Love of reading

- *high quality texts in lessons and storytimes
- *EYs C and L sessions focussed on quality stories
- *engaging learning environment including displays and reading areas
- *opportunities for reading
- *library

Vocabulary development

- *Key Elklan trained staff
- *all staff trained in Tier 1-3 vocabulary development
- *MT planning includes Tier 3 vocabulary
- *ST planning includes planned Tier 2 vocabulary

Listening, attention and memory

- * key Elklan trained staff
- *all staff trained in SALT
- *EYs daily SALT work
- *Y1-4 principles throughout curriculum, e.g. visual timetables, mapping, non verbal communication

Systematic synthetic phonics

- *staff trained
- *daily phonics YN- Y2/ Spelling Y2-4
- *Letters and Sounds, supported by Jolly Phonics
- *Oxford Reading Scheme (SSP) for all home/ individual reading

Comprehension

- *YN/YR C and L sessions focussed on developing vocabulary/ verbal comprehension
- *Y1-4 sequences of learning for English include reading (into writing) with focus on both vocabulary meaning and use

Broad curriculum and application

- *reading in every curriculum lesson planned for
- *comprehension planned for across curriculum (verbal and written)
- *extra curricular opportunities for reading
- *Collective Worship
- *displays and environment

Reading at home

- *daily home reading
- *cards to support expectations and strategies
- *SSP matched reading books until Y2

Reading practice

- *daily class
- *weekly individual
- *EYs/Y1- key word and phonic daily
- *Y3/4 performance
- *phonic/ fluency intervention

Storytime

- *YN/YR daily
- *Y1-4 3 x3 pw
- *daily in English
- *staff trained in storytelling
- *use of key text progression as outlined on reading cards

Reading strategies

- *phonics (SSP)
- *vocabulary
- *searchlights model
- *re-reading familiar stories for fluency

Opportunities

- *storynights
- *storyswaps
- *displays
- *sponsored reads
- *continuous provision in EYs/Y1
- *collective worship- focus on cultural heritage

Assessment for Learning

- *formative through reading practice records, phonic checks, fluency checks and comprehension tasks
- *summative through BLN grids

Fluent reader