



English; READING - the curriculum at Middleton School is designed to prepare pupils for the next steps in their learning journey and for an independent life as young adults. It is therefore a priority within our curriculum that pupils develop skills that enable them to be literate. Basic reading skills allow pupils to function within society and access a wider range of opportunities. In addition, a passion for reading allows pupils to extend their imagination, explore creativity and harvest an interest in the world around them.



**Everyone at
Middleton is
safe and Happy**



Learning for Life

INTENT - We aim for our pupils to:

- Foster a love of stories, books and reading.
- Enjoy handling books, both independently and when sharing with others.
- Retell the key elements of a simple familiar story.
- Answer simple, and then extended, questions about a story.
- Recognise and identify the difference between text and pictures.
- Recognise and use familiar symbols to support communication.
- Interpret meaning from a range of visual stimuli.
- Develop the confidence to explore images, text and books independently.
- Understand that text is used and also supports everyday life and familiar activities.
- Recognise/ read their own name.
- Recognise/ read some familiar high frequency words.
- Associate a grapheme with a phoneme.
- Recognise/ identify letters of the alphabet by their phonic sound and name them.
- Blend to read simple CVC words.
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- Apply phonic knowledge in an attempt to decode unfamiliar words.
- Read a growing number of high frequency words, including 'tricky words'.
- Read a simple, and then more extended, sentence.
- Read up to a 100 word passage.
- Explore a range of texts including fact, fiction, poetry and play-scripts.
- Recognise the difference between fact and fiction texts.

INTENT -

- Understand that text contains information and interpret meaning from the text read.
- Participate in the shared reading of books.
- Read aloud to others and also read silently to self.
- Develop a sense of expression when reading text aloud.
- Demonstrate a basic understanding of grammar and punctuation when reading and interpreting meaning from the text.
- Recall information read in a text and apply it to a task.
- Make predictions about what may happen next.
- Build upon skills acquired to become a more fluent and confident reader.
- Discuss elements of a text such as 'character' 'plot' 'setting'.
- Share opinions and likes and dislikes about the content of text read.
- Relate events in their own lives to the content of a text read.
- Use the reading and comprehension of text within real activities in their everyday lives.

Implementation -

- The reading aspect of the English curriculum is delivered everyday to pupils through both dedicated reading lessons and cross curricular opportunities.
- The delivery of the Reading Curriculum is led by the M scale planning and assessment framework.
- Planning and delivery of the teaching and learning of reading is sequential in nature.
- Pupils have opportunities to recall and practise skills already learnt before building upon that already acquired with the teaching of new skills.
- All pupils receive at least one phonics lesson per week which is 'whole school' timetabled and taught within smaller ratio ability groups.
- Phonics is delivered within individual classes and departments through structured lessons and cross curricular opportunities on a daily basis.
- The teaching of reading is delivered to individuals on a 1;1 basis, as part of a small group and as part of larger groups.
- In Middle School and Upper School, pupils are ability grouped for the teaching of some aspects of the reading curriculum.
- Pupil ability is assessed and texts are provided which are linked to the relevant reading attainment of each pupil.
- All pupils visit the school library at least weekly and make independent selections of books they would like to read or share with others.
- Text throughout the school, particularly within signs and timetables are supported by symbols.
- Pupils are encouraged to take texts and reading games home to share with families.
- Parents/ families are invited to presentations which address how they can support their children in the development of reading.
- Regular CPD for staff and updates within the teaching and delivery of reading are planned into the staff CPD cycle.
- Intervention groups are provided for pupils who are identified as making less than expected progress in the acquisition of their reading skills.
- A passion for reading, fluency, expression and confidence are modelled by staff across the school.

Impact -

- Pupils make good and outstanding progress within their reading attainment when assessed against the Reading M scale descriptors.
- Pupils are entered into the Phonics Screening Check (where appropriate) at both year one and two, and often pass this test.
- Pupils are entered into the KS1 and KS2 reading SATS papers where appropriate and enjoy the challenge of this experience.
- At least 70% of pupils complete KS2 as 'functional readers'.
- Pupils progress through the phases of the Phonics Strategy.
- Pupils are well prepared to transition into the next stage of their learning journey.
- Pupils who attend intervention groups make good progress as a result.
- Pupils are enthusiastic about reading and enjoying selecting books to read independently or to share with others.
- Pupils role play aspects of a familiar story and use information they have read to lead play activities.
- Pupils raise attainment in multiple areas of the curriculum as they make progress within their reading skills.
- Listening and attention skills improve as pupils are motivated by language, facts, lexicology and stories.
- Pupils gain greater access to, and independence within, the wider world. This is evident during offsite learning sessions, as they read signs, symbols and text in the world around them. For example; toilet gender signs, push/pull instructions, shopping aisles labels, logos etc.
- Pupils learn how to interpret text and gain greater comprehension of the meaning contained within.

Enrichment Opportunities;

Visiting storytellers, visits to local libraries, experiencing 'Attention Autism' activities, school plays, assemblies and presentations, vibrant displays, offsite learning, sensory stories/ story sacks, ICT devices, Focus Weeks, pantomime and theatre visits, outdoor trails/ treasure hunts, role play, food technology sessions (recipes etc).

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