

Subject and Year Team Curriculum Statements

Subject/Year Team: Reading
Intent
<p>What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group?</p> <p>We want children to have high standards of language and literacy and to develop a love of reading for enjoyment. We want them to have a chance to develop culturally, emotionally and spiritually through literature and appreciate our rich literary heritage. Through reading, we want them to gain new knowledge and vocabulary and build on what they already know. They should be able to read fluently and confidently with good understanding.</p>
<p>How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map.</p> <p>Each year builds on the previous learning and covers the national curriculum objectives over KS2.</p>
<p>How does the curriculum reflect British Values, PSHE and SMSC?</p> <p>A wide range of texts is used to promote discussion and comprehension about the world they live in and how people behave.</p>
<p>How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum?</p> <p>All abilities are able to access the curriculum at the appropriate level. All children at BVS have guided reading lessons. Children are assessed and those who need it have Read Write Inc lessons to develop phonic skills. EAL children have support to help with understanding of vocabulary and pre-teaching is provided as appropriate. Some texts are provided to appeal to boys, including magazines. Children have access to MyOn to read at home and all children have access to the library to choose books they are interested in.</p>
<p>To what extent have we made the objectives clear and how will everyone know them?</p> <p>The curriculum map is accessible to all. Lessons are planned based on the objectives identified in the curriculum map. The curriculum team ensures that the lessons meet objectives through meetings to review planning and assessment sessions to monitor learning and progress.</p>
Implementation – how do we deliver our curriculum
<p>How does the current curriculum match our intention (the points identified above)?</p> <p>The curriculum has lessons devoted to developing the skills we want the children to achieve whilst at BVS. The objectives are age appropriate and have clear progression through the year groups. We have used reading targets and objectives from the National Curriculum to plan and resource our lessons with current content.</p>
<p>How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)?</p> <p>Texts are used which complement the teaching of foundation subjects in guided reading as well as class readers.</p>
<p>How are we encouraging progression as pupils move through the school?</p> <p>Objectives are planned so there is a natural age-appropriate progression through the school. Children's previous learning is built upon and developed in reading as they progress through the year groups.</p>
<p>How do we adapt our curriculum for the different ability groups? How are the pupils grouped?</p> <p>Learning tasks are ability grouped to ensure appropriate level of accessibility and challenge. Planning ensures that these groups are accommodated. There is always extension and challenge for all students.</p>
<p>Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources?</p> <p>All lessons are taught by a qualified teacher. Staff are trained to teach Read Write Inc.</p>
Impact – what difference is our curriculum making to pupils?
<p>How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)?</p> <p>Objectives have been created using the National Curriculum to ensure coverage is complete. Insight is used to assess the children's attainment within the subject.</p>
<p>How well are pupils prepared for the next stage of education? Where do they go to? How do we know?</p> <p>Children have a good grounding and knowledge of strategies to help them with their reading through the lessons taught. They are able to read with fluency and to retrieve information. Year groups and the curriculum team work together to ensure continuity and progression.</p>
<p>How do we know our curriculum is having an effect across all pupils, including the different identified groups?</p> <p>The skills and strategies taught are demonstrated by students when reading. They are able to read with fluency and to retrieve information. They can use their reading skills in other areas of the curriculum.</p>
<p>How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know?</p>

Teachers assess understanding and make professional decisions that objectives have been embedded, or if they need further consolidation. Tasks are completed to a level of year group expectation.

How well developed are pupils' learning habits and learning skills? How do we know?

The skills and strategies taught are demonstrated by students when faced with difficulty. They can use their reading skills in other areas of the curriculum.

How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?

Planning is continually adapted as necessary. Teachers adapt and refine planning through discussions with students and their colleagues. Lessons are evaluated and then amended using this information.