



## Parkside Primary Academy Reading Intent

### INTENT

At Parkside Primary Academy, our staff regard the reading curriculum with the highest of priorities. Our governors have a common and firm understanding of the reading curriculum and a secure understanding of Parkside's reading intent. Our intention is to ensure that all children at Parkside Primary Academy read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and purpose, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language and appreciate our rich and varied literary heritage. Our intention is based on the following core values in our mission statement;

**“Courage, aspirations, resilience, excellence”.**

A higher than national average number of children enter EYFS with language and communication skills below expected, which subsequently affects their personal and social skills. Our chosen systematic synthetic phonics programme, Read Write Inc, is a fast-paced, rigorous and structured programme designed to help every child to read and expose them to rich vocabulary enabling them to build up a bank of vocabulary. Through Read Write Inc, children systematically learn single letter sounds followed by more complex sounds. All reading books progress and match children's phonic knowledge allowing them repeated practice of sounds. Knowing some of our children have a language deficit, this programme supports our children's needs well as previous content supports subsequent learning.

Despite a higher than national average number of children who are SEND and Pupil Premium, high quality teaching is the driving ambition with reading at its heart. Our reading curriculum is adapted to meet the needs of all learners in order to enable them to make progress and provide them with the skills they will need later in life. Data collated from half termly Read Write Inc assessments and termly PM Benchmark assessments, are used to identify starting points, trends and common barriers. Groups of children are tracked to ensure all children keep up with their peers. This information is used to ensure the curriculum is adapted and personalised for pupils, including the use of interventions.

Texts reflect a diverse culture and capture learner's imagination therefore building cultural capital. Through age appropriate texts PSHCE and SMSC is promoted supporting Parkside's aim of building resilience and independence. Our weekly, half termly and annual reading rewards celebrate and motivate our children's love of reading.



At Parkside, reading weaves its way through our entire curriculum. All children have access to quality texts in school and at home. A newly refurbished library provides children a tranquil space to be transported to new worlds. Reading lessons teach discreet reading skills as outlined in the National Curriculum which link to class texts and incorporate curriculum knowledge. To ensure children know more and remember more, high quality texts have been carefully chosen that make connections with other areas of the curriculum and link prior learning. Class texts offer a varied literary heritage that expose children to fiction and non-fiction texts from a range of classic and contemporary authors and poets.

Research by Education Endowment Foundation 2017 (EEF) highlights that purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Our children's reading journey begins in EYFS where children enjoy listening to and joining in with varied texts, songs and poems that contain rich vocabulary. Through a curriculum that is built upon progression, as our children make their journey through Key Stage 1 and Key Stage 2, language and reading skills accumulate in a way that enable our children to read with confidence and passion enabling them to articulate their opinions and question the world around them.