



Altmore & Lathom Schools Federation

Subject: Reading KS2

Subject Lead: Cathryn Sheehan



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

Intent	Implementation	Impact
What will take place before teaching in the classroom? What are we trying to achieve?	What this will look in the Classroom? How do we deliver our curriculum?	How will this be measured? What difference is our curriculum making?

The school's senior leadership team will:	The teacher sequence will:	Pupil Voice will show:
<ul style="list-style-type: none"> - Ensure that our school values are at the heart of the curriculum design - Ensure that I have appropriate time to develop, monitor and support staff in my subject - Provide adequate funding to ensure that standards can be continually raised - Support opportunities for my own professional development - Ensure that the requirements of the National Curriculum for Reading aims are met - Ensure that developing reading fluency is at the heart of the current SDP 	<ul style="list-style-type: none"> - Begin with planning around a range of high-quality texts. - Plan for weekly exposure to a range of non-fiction texts. - Encourage reading for pleasure through the use of Bug Club and books from within the class library. - Plan for a range of strategies to develop reading fluency e.g. choral reading/echo reading etc. - Plan for a range of question types to develop reading comprehension e.g. retrieval, inference, summarising etc. - Demonstrate teacher modelling of reading fluency, finding key information and answering a range of comprehension questions. - Ability to plan three high quality questions where all pupils can access, and extend their learning. - Teachers will encourage all pupils to read at home daily and record this in their reading records which will be brought into school daily. 	<ul style="list-style-type: none"> - Pupils who are more fluent and confident readers who will be able to give feedback about their progress in developing this skill using appropriate vocabulary. - Pupils who can successfully comprehend and understand a wide range of texts types, both fiction and non-fiction. - Pupils will demonstrate a love for reading and will harbour a good knowledge of a range of authors and be able to understand more about the world they live through the knowledge they gain from texts. - Pupils will be able to discuss at least 6 core texts by the end of their academic year due to the fact they have been read from start to finish during Guided Reading sessions. - Pupils of all abilities will be able to succeed in all reading lessons. - Pupils will use a range of strategies for decoding words, not solely relying on phonics.
As a subject leader I will:	The classroom will:	Displays and books will show:
<ul style="list-style-type: none"> - Ensure that our children have access to a quality reading rich curriculum that supports the needs of all the children in their classroom. - Model the guided reading approach followed in our 	<ul style="list-style-type: none"> - Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the 	<ul style="list-style-type: none"> - Clear progression of skills in line with expectation set out in National Curriculum sustained throughout.



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<p>school to colleagues in order to improve confidence in delivering the structure of a guided reading session.</p> <ul style="list-style-type: none"> -Team teach with colleagues to help embed the new approach to actively teaching reading. - Provide our children with their own copy of a range of non-fiction texts to study. - Offer CPD where necessary to help support teachers in the delivery of high-quality guided reading sessions. -Provide enrichment of reading through planning a variety of events such as hosting World Book Day, running parent workshops and holding regular book swaps. 	<p>curriculum.</p> <ul style="list-style-type: none"> - Each class will have a selection of non-fiction and fiction books that children can take home to read each night. - Each class will display the different comprehension strands. -Each class will have access to 30 core texts each half-term. 	<ul style="list-style-type: none"> -The % of pupils working at ARE within each year group will be at least in line with national averages. -The % of pupils working at Greater Depth within each year group will be at least in line with national averages -There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) -Children will be answering the three questions posed in their daily guided reading sessions and will be able to express clear points which are supported with evidence. <p>Live feedback will support and extend learners.</p>
<p>The class teacher will, with support from the subject lead:</p>	<p>The children will be:</p>	<p>As the subject leader I will:</p>
<ul style="list-style-type: none"> -Plan and resource quality rich quidded reading sessions. -Ensure children have access to their own copy of the text being studied during guided reading sessions. -Model reading fluency for children in every reading session. - Model the skills required to answer a range of comprehension questions e.g. inference, retrieval. - Track children’s understanding, progress and attainment in reading. 	<ul style="list-style-type: none"> -More confident at reading fluently and aloud to an audience. -More motivated readers. -Self-assess own progress in reading. - - Able to answer a range of comprehension questions. 	<ul style="list-style-type: none"> - Celebrate the successes of children in a variety of ways - Collate evidence over time which demonstrates that pupils know more and remember more - Monitor the standards in reading to ensure the outcomes are at expected levels and SEN and EAL children have made progress - Provide appropriate CPD and practical support to ensure the teaching and learning is wide reaching and the impact is positive - Track the data for each class to ensure that children are reaching their full potential.



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