**Intent**

At Parkend Primary School, we believe that a high quality curriculum will develop children’s love of reading for pleasure and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. In addition, we want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge of a wide range of vocabulary for reading and that having secure phonic understanding is crucial to a high quality education. We empower the children to become confident readers, by instilling the necessary skills and building on these from Reception, until they reach Year 6. Teachers at Parkend show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. We feel it is essential to ensure pupils are!exposed to a wide variety of words from the English language and are encouraged to speak and write in full and detailed sentences.

**Implementation**

These aims are embedded across our reading lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading and discussion. Teachers adapt the curriculum overview as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study. Our curriculum closely follows the aims of the National Curriculum for English 2014.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
As a school we provide all pupils with a scheme book from Oxford Reading Tree and Project X. Pupils are assessed for reading and comprehension ages using the YARC, this ensures that pupils are on the correct level for them and are suitably challenged. All pupils also have access to another book to read from the library or class book corner and all pupils are encouraged to read at home regularly. Reading diaries are used for all pupils and pupils in class 3 are encouraged to record their own reading in their diaries.

For early reading in EYFS and year 1 we provide the pupils with a reading book that matches the sound they are learning; we use the Floppy’s phonics scheme but pupils are also encouraged to choose another book to read for pleasure along-side their Floppy Phonics book.

As part of our English curriculum, we provide guided reading sessions at least 3 times per week for twenty minutes. We use Oxford Reading Explore in the lower school and this builds into Vipers further up the school. We also dip into LCP for non-fiction to ensure that there is a variety of quality texts for the pupils for both fiction and non-fiction texts.

We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from hosting a Book Fair each year to running frequent in class competitions and annual reading challenges, which raise money for charities; such as ‘Read for Good’. Every year, we also invite a local author to speak to the children and provide workshops. This ensures that children benefit from access to positive role models from the local and wider locality.

In order to further promote a love of reading, we make use of a library and we provide attractive Reading Corners in every classroom. Every week, children are able to read to Kona, the Therapy Dog. In Key Stage 2, children have a Starbooks incentive; whereby children can get a Starbooks ‘loyalty’ card and collect stamps for a reward after reading different books.

To encourage pupils to be confident in their understanding of books, we place a high emphasis on the teaching of vocabulary as part of English and other subjects in the curriculum. We utilise a dedicated ‘Vocab Lab’ in each classroom and encourage pupils to refer to this regularly. In conjunction with this, every classroom has a Learning Journey displayed, where pupils regularly refer to useful vocabulary and further immerse themselves in high quality vocabulary.

Alongside taught reading sessions, our school prioritises class novel time. This is an opportunity to experience reading in a safe and supportive environment. Children are exposed to texts that inspire and engage them and a voting system is in place in each classroom, so children can ‘vote’ for the book they would prefer to be read to them. Whole class sessions ensure that all children have the opportunity to thrive and learn from one another. Children work together to analyse texts and are provided with challenge through questioning and tasks tailored to their needs. Support is given via teacher/TA intervention and children who need additional provision are offered this through 1:1 support.
As a result we have a community of enthusiastic readers who enjoy showcasing their developing knowledge and skills. Many of the children in our school speak positively about the experiences they have had with reading.

Our attainment at the end of KS1 and KS2 has greatly improved over the last two years, as a result of these actions. Alongside this, our EYFS and Phonics Screening results over the last two years have been above that of Gloucester and the national average. Following a pupil voice survey, children are pleased that we have obtained new books from Oxford University Press and many pupils have requested more. The children have expressed that they enjoy the reading corners, Starbooks challenges and weekly visits from the ‘Reading Dog’; all of which have contributed to their overall enjoyment of reading.