

Brompton and Sawdon Community Primary School:
Curriculum Intent Statement for Reading



At Brompton & Sawdon Primary School we believe that reading is an essential life skill and the foundation for nearly all other learning. It is the gateway to all other subjects and the knowledge taught in the primary curriculum. **Consequently, we are committed to enabling all our children to become lifelong lovers of reading as well as individuals who can read for a range of purposes, including for pleasure.** They will then be truly **'Ready to Fly'** in whatever future path they take.

Children in our rural school often enter with a variety of reading experiences and language skills. It is our mission that all children are quickly given the tools to succeed through our rigorous synthetic phonics instruction programme - **Little Wandle**.

Phonics is further developed beyond Early Years through regular reading activities and spelling. Children with secure phonic knowledge are taught the skills required to comprehend and understand what they read, so that they can read for a range of purposes such as entertainment, information, discussion and persuasion.

Our children and staff **love reading!** Reading is celebrated in a variety of ways - some subtle, some obvious! Children, regardless of their background, are encouraged to develop their **'Rural Aspirations'** by being taught about the famous local authors who have been inspired by the history, **Nature** and location of our school, such as Dr Mary Jones, who wrote about local inventor **Sir George Cayley**, and William Wordsworth, who was married in our village's church!

Children's love for reading is encouraged by our knowledgeable staff and also by the children themselves. One of our key values is **Family**: older children are encouraged to read with/to younger children in regular peer-to-peer reading sessions and family members are invited into school regularly for our ever-popular **Read With Me Sessions**.

We also recognise our responsibility to develop our children as global citizens with the skills and knowledge to contribute positively to their communities. Throughout our teaching of Reading we also entwine opportunities to develop the following areas of knowledge:

Diversity		Access to a wide range of books exploring different cultures, traditions and beliefs. Opportunities for the children to explore such texts are carefully planned throughout the literacy curriculum. The children can also access a wide range of culturally diverse books in the library or on <i>The Street</i> displays.
Global awareness		Texts from around the world are explored throughout the literacy curriculum. Children can also access maps and atlases throughout school to help them understand where different places are, and identify similarities and contrasts between these places. The children can also develop their understanding of world-wide issues such as global warming, pollution and deforestation through their reading.
Rural Aspirations		Children have access to a wide range of inspirational texts, drawing upon technology, famous people, inventions, science, the environment and different places. Texts exploring wellbeing and mental health are also easily accessible.
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it.

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.

