



Brompton and Sawdon Community Primary School:

Reading 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 readers as well as individuals who can read for a range of purposes (e.g. entertainment, information, discussion, persuasion), so that they are 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 a rigorous synthetic phonics instruction programme (Read, Write, Inc.)

Phonics is further developed through the school (not just in the early years) through reading activities and spelling. Children with secure phonic knowledge are taught skills to comprehend and understand what they read, so that they can read for a range of purposes (entertainment, information, discussion, persuasion).

At Brompton & Sawdon Primary School children and staff are 'lovers of 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 but also by the children themselves. One of our key values is **Family**: children encourage one another to read and, occasionally, older pupils read with/to younger children in the school in peer-to-peer reading sessions.

Our other school values underpin much of our reading (and vice versa). Children are exposed to a range of literature that reflect the locality, celebrating and promoting the **Nature** and environment. Our reading material also develops children's knowledge of others and their cultures/beliefs, especially those very different from ours. This celebrates our values of **Respect and Rainbow**, as well as allowing children to become purposeful readers and successful in any future walk of life.

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.