

Our Curriculum

Reading

British Values

At Hayfield Cross, these values are regularly promoted through high quality teaching, a rounded programme of assemblies and a positive behaviour policy as well as through SMSC development through relationship and health education. This gives pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Specifically in Reading,

Democracy is encouraged through children actively participating in discussions around different text types, taking turns and listening to the thoughts and opinions of others. During pupil voice, children's views and opinions about reading are listened to and considered by the subject leader.

Mutual Respect is encouraged as children are exposed to a wide range of text types, and discuss those with an appreciation for different cultures and beliefs. Children partake in reading buddies sessions, where they take turns listening to others read and respect one another as they read.

Tolerance is reinforced by a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, which allow children to be exposed to all walks of life.

Individual Liberty is supported as children listen to, discuss to and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

Rule of Law is demonstrated through our school rules, which are read and understood; children can infer what this means and how to adhere to them. Children are able to follow instructions and comprehend them as part of our daily routines.

BE BRAVE

We aim to instil a **buzz** around reading at Hayfield Cross, seeing that a love of reading is integral in each of our children. By balancing learning to read alongside building an enjoyment of **engaging** books and other texts, we believe it builds lifelong, confident and independent readers. Within school, we use Complete Comprehension to support their fluency and comprehension with reading. As per the National Curriculum, reading focuses on both word reading and comprehension. By using these, children are able to **build on their prior knowledge** to answer comprehension questions, alongside continuing to support their reading of a variety of texts and foster a love of reading. In addition to this, we have a wide range of **aspirational** books from our partnership with LRE. Our banding system follows the Big Cats colours, and the children have access to Bug Club where they are able to read a range of different texts suited to their ability.

Within school, children have the opportunity to change their books weekly, where they are encouraged to select their own book. Teachers will regularly **evaluate** and assess the children to ensure they are reading at the appropriate level; this is done by completing a fluency and comprehension assessment, whereby children are always encouraged to build on their **resilience** within reading. Children should read as much as they can, across a wide range of genres including non-fiction texts, poetry and comics.

At home, children are encouraged to read 5 times a week, and must have this signed by an adult. Each week, their reads will be counted and rewarded with hero/house points, giving them even more to **aspire** towards. Alongside this, there is allocated time for children to share a class book (read to them by their teacher) and time for them to engage in reading texts of their own preference every day, further widening their **vocabulary**.

Writing and Maths

Reading is a constant link to writing, and the two overlap in many different ways. By reading a range of different genres, children begin to learn text structures and language that they can then transfer to their own writing. It provides children with a model and an idea of the features, whilst building on their vocabulary and innovative new ways to use words. Reading can also subconsciously help children to absorb syntax, grammar and style. For example, when reading aloud children must take note of punctuation and begin to develop an understanding of expression, intonation and fluency.

Reading can help children to analyse, interpret and communicate mathematical ideas. Fluency, reasoning and problem solving are an integral part of mathematics, and much of this relies on children's literacy to be able to build knowledge and understanding, reason mathematically and make connections across topics. Children require reading skills in mathematics read questions aloud, use reading strategies to solve word problems and understand the meaning behind mathematical vocabulary.