

Subject Overview – 2022/23 – Layton Primary School

At Layton, we believe that learning takes place over time, resulting in a change in long term memory from Unconsciously incompetent to Unconsciously competent, and involves forgetting, revising, consolidating, extending and applying knowledge in a variety of contexts. To do this, children need to think deeply and critically about subject matter and engage with difficult concepts. Learning is, and should be, hard.

Impact

Children read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond

Implementation

Daily guided reading lessons, outside of the literacy lesson, facilitate discussion and interrogation of texts such that a range of questions are asked and texts are deconstructed. In addition, children are expected to read aloud during guided reading sessions.

PPA sessions facilitate purposeful discussions on how to deconstruct a text to analyse the features to support inference and comprehension of the text type.

Intent

Reading (Reading to Learn)

At Layton reading is at the heart of every subject and defines how the school moves children from learning to read to reading to learn. If our children do not grow as readers then they will have difficulty growing as learners.

We aim to harness a love of reading for all and the selection of reading materials are:

- justified in their choice
- Ambitious in their content
- To build a foundation for future reading
- To create a living library inside the child's mind
- To open doors and opportunities to the wider world
- To raise aspirations for all children
- To promote independence in engaging children in reading
- To embrace cultural diversity and inclusivity



For children to understand how to deconstruct and reconstruct texts in order to build children's understanding of composition, purpose and complexity.

To embed a text rich literacy curriculum whereby text rich lessons and environment develop and embed reading skills.

Teachers plan to use VIPERS to develop comprehension skills

Literacy lessons have a text stimulus and reading skills are taught alongside writing skills

Literacy overviews reflect how text will be used within the literacy lesson to develop reading skills

CPD to ensure teachers have the knowledge and understanding to teach early reading/reading skills to ensure coverage of NC word reading objectives

Children read in other subject areas and as a result their skills are enhanced and understanding of the world increased

A high number of children achieve the expected standard or higher, and through target intervention, those who find reading challenging are helped to catch up

Foundation subject leaders / literacy leaders add to reading spine for history, geography, science etc.

Revisit 'Layton Reading Spine' on a regular basis and add other texts according to the needs of the cohort

Children's exposure to text is increased and therefore fluency increases

By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure

Layton's reading library is pre considered according to the following themes:

- Classic texts and traditional texts
- Texts to highlight moral dilemmas
- Texts to reflect our school values
- Texts to raise an awareness of cultural diversity and inclusivity

Reading to have a high profile in every year group - reading area/library/time to share a book with the class

A love of reading is evident and celebrated throughout school