



Reading at Headcorn Primary School

INTENT

At Headcorn Primary School, our curriculum intent for reading is to foster a vibrant reading culture built upon the foundation of high-quality texts and language, nurturing a genuine passion for reading in every child. We aspire to cultivate lifelong readers, arming them with essential skills such as understanding vocabulary, information retrieval, prediction, inference, explanation, and summarising. Our approach extends beyond the English curriculum, integrating reading across various subjects and daily classroom practise, to facilitate meaningful connections and deeper understanding. By instilling a solid foundation in reading, we empower our children to unlock the vast realms of knowledge and imagination within literature, enabling them to explore the world, both past and present, with curiosity and insight.

Aspiration:

Our commitment to cultivating a reading culture, rooted in high-quality texts and rich language, aligns closely with our value of Aspiration, to inspire every student to reach their full potential. By immersing them in engaging and diverse literature, we aim to ignite their curiosity and ambition, encouraging them to set high expectations for themselves and strive for excellence in their reading journey. Through exposure to a wide range of texts and the development of essential reading skills, we empower our students to dream big and aspire to achieve their goals, both academically and personally.

Inclusion:

At Headcorn Primary School, inclusivity lies at the heart of our reading curriculum. We recognise the importance of providing all students with equal opportunities to develop their reading skills and foster a love for literature, regardless of their background or abilities. Our approach ensures that every child feels valued and supported in their reading journey, with tailored support and resources available to meet individual needs. By celebrating diversity in literature and promoting a culture of respect and understanding, we create an inclusive learning environment where every student can thrive and contribute meaningfully to the reading community.

Resilience:

In our reading curriculum, we emphasise the importance of resilience as a fundamental skill for navigating the complexities of literature and learning. While ensuring that texts are challenging yet accessible, we support children throughout their reading journey, with opportunities to discuss unfamiliar vocabulary and respond to unseen texts. Through opportunities for oral discussion and modelled examples, we support our children to face a range of texts and comprehensions, feeling well-equipped to tackle reading challenges. We foster a growth mindset that encourages students to view mistakes as opportunities for growth and learning, building their confidence and resilience as readers.

Implementation

EYFS

In Early Years at Headcorn, our reading curriculum not only focuses on phonics sessions, but also exposure to high-quality literature, emphasising the crucial role of adult-child interaction in nurturing early literacy skills. As outlined in the Early Years framework, literacy development



flourishes when adults engage in meaningful conversations with children about the world around them and the books they read together, whether they be stories or non-fiction texts. Some examples of focus books in Year R include: *How to Catch a Star*, *Tuesday* and *Handa's Surprise*. Through these interactions, children are encouraged to explore language, make connections, and deepen their understanding of the text. Additionally, we recognise the importance of enjoying rhymes, poems, and songs together, as they provide valuable opportunities for language development, rhythm recognition, and phonological awareness. By fostering a rich literacy environment that prioritises adult-child engagement and exposure to diverse literary experiences, alongside our daily phonics sessions (following the Read Write Inc scheme), we ensure that every child receives the support and encouragement needed to become confident and enthusiastic readers.

Key Stage 1

At Headcorn Primary School, our approach to reading in KS1 is carefully designed to align with the national curriculum objectives, while nurturing a love for literature and language. We utilise a diverse range of high-quality texts, including captivating stories (such as *Beegu*, *The Robot and the Bluebird*, *Leaf*, and *Olga da Polga*), to enrich children's vocabulary and broaden their literary experiences. In Year 1, phonics remains a daily practice, supporting children on their journey to becoming fluent readers. This emphasis on phonics is further practised and embedded in Year 2, laying a solid foundation before transitioning to focus on spelling rules. Alongside phonics, we provide opportunities for comprehension development, including exposure to unseen texts, whole-class reading discussions, and oral questioning sessions. These activities focus on key comprehension skills, such as vocabulary understanding, inference, prediction, explanation, retrieval, and summarizing, ensuring that children develop a comprehensive understanding of the texts they encounter while enhancing their literacy skills.

Lower Key Stage 2

In LKS2 at Headcorn Primary School, we build upon the foundations laid in KS1, offering a curriculum that progressively challenges and extends children's reading skills and comprehension abilities. With a focus on applying comprehension skills independently, we expose students to more complex and diverse texts such as *"The Wild Robot"*, *"The Boy Who Grew Dragons"*, *"Oliver and the Seawigs"*, *"The Miraculous Journey of Edward Tulane"*, *"Pugs of The Frozen North"*, and *"The Saga of Erik the Viking"*. Through carefully designed questions based on the VIPERs framework, students learn to analyse texts critically and articulate their understanding effectively. We provide opportunities for modelling question formats, engaging in verbal discussions, and experiencing different reading formats including independent, paired, and whole-class reading. We continue to support students who require phonics assistance to become fluent readers and our focus remains on fostering a love for reading and equipping every child with the skills needed to engage with and interpret a wide range of literature confidently.

Upper Key Stage 2

In UKS2, we continue to build upon the progress made in LKS2, offering a curriculum that challenges and enriches children's reading experiences. With a focus on exploring a diverse range of texts covering global, social, and challenging issues from both past and present times, students engage with challenging themes and perspectives. Through texts such as *"Freedom"*, *"The Wolf Wilder"*, *"Stay Where You Are and Then Leave"*, *"The Secret Garden"*, *"Who Let the Gods Out"*, and *"Cosmic"*, students are exposed to thought-provoking texts that encourage critical thinking and reflection. Our approach emphasises independence in answering questions (using VIPERS), with a particular focus on extracting evidence from the text to support detailed answers, as well as understanding authorial choices and the intended impact on the reader. Opportunities for modelling question formats enable students to rehearse these skills before applying independently. We continue to provide daily



reading support for those who require assistance in becoming fluent readers, and our overarching goal remains to instil a lifelong love of reading and equip every child with the skills needed to engage critically with a wide range of literature.