

Curriculum Drivers in Reading

World Aware – Through our reading curriculum, we give our pupils the opportunity to develop an understanding of the world they live in. We select quality texts from a range of authors, cultures and countries and seek to promote diversity and inclusion in our text choices.

Belonging – We celebrate reading in our curriculum, our classrooms, our library and everyday school life. Our pupils enjoy regular visits to the school library and time with a reading partner, when they can share their love of reading with a partner from a different year group. School librarians and reading ambassadors encourage everyone to take pride in their class book corners and to care for the school books.

Well-being – We nurture and build the self-esteem of our pupils by ensuring that our pupils become confident and enthusiastic readers. We are determined that every pupil will learn to read, regardless of their background, needs or abilities. We seek to ensure that all pupils will make sufficient progress to meet or exceed age-related expectations and use continuous assessment to identify any pupil who is falling behind.

Spirituality – Our reading curriculum seeks to support our pupils' spiritual, moral and emotional growth alongside their development of reading skills. We select texts that will stimulate discussion and support our pupils to explore big questions in the world along with aspects of awe and wonder.

Possibilities – We set high expectations for all our pupils in reading, ensuring that as confident readers, our pupils can apply their skills and achieve across the curriculum.

What we teach and why: Intent

Design, content and sequencing – our priorities are:

- To deliver a high-quality, progressive curriculum so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make substantial progress by the end of the academic year.
- To teach a broad and ambitious curriculum in all subjects, including English, which is closely linked to our school drivers (world aware, possibilities, well-being, spirituality and belonging), and which challenges and engages our pupils, fostering a love of learning.
- To create a curriculum that enriches our pupils' education and responds to our pupils' interests.
- To identify gaps and establish good progress in EY, KS1 and KS2 in the essentials (phonics and spelling, reading, increasing vocabulary and writing), identifying opportunities across the curriculum so that pupils can read widely, and develop their knowledge and vocabulary. Focus on the core skills of Reading, Writing and Developing Speech and Language is an established part of our school curriculum intent, as is taking a consistent approach to planning which builds on prior learning.
- To ensure all pupils in YR make a good start in phonics and reading; this may require addressing gaps in language and early reading and should focus on extending all pupils' vocabulary.

Reading is prioritised and taught every day in our schools. We provide and encourage frequent and varied reading opportunities, recognising that it is essential that pupils accumulate as many reading miles as possible; the more a child reads the better the progress they will make. Learning builds on what was taught previously and encourages pupils to retrieve and make connections to create meaningful and deeper links for their understanding.

In EYFS, there are frequent opportunities to listen to stories, re-enact stories and sing rhymes to help to set a firm foundation in early reading skills and establish a love of reading. We teach phonics through a highly progressive and integrated scheme in EYFS and KS1 to embed reading and writing skills. Our small cohort numbers allow the teacher to balance the level of support given to developing fluency with the need to model key reading skills at ARE.

As pupils secure their decoding skills, our focus moves to developing comprehensions skills, initially through a structured, progressive reading scheme in Y2, then through quality texts in KS2. Our English lessons are also structured around quality texts across the school, which may be linked to the term's theme but will always be selected for their high-quality and potential to raise standards in reading and writing. We want to ensure all children develop a love reading and, as part of cultural capital, all children have access to quality texts from a range of classic and contemporary fiction and non-fiction, and poetry. Teachers will model the skills of reading (including prosody) and give pupils the opportunity to listen to and enjoy a story whilst also improving pupils' concentration skills through a shared experience.

How it's taught: Implementation

At Aylburton and English Bicknor, we provide a rich reading environment that will support our pupils to be able to read easily, fluently and with good understanding; to acquire a wide vocabulary; to develop the habit of reading widely and often, for both pleasure and information; and to have an appreciation for our rich and varied literary heritage.

Pupils are taught to read phonetically using the Little Wandle Letters and Sounds Revised programme in daily Phonics lessons in EY and KS1. Lessons involve lots of interaction with visual and auditory prompts to aid retention.

Pupils' comprehension skills are taught and developed through book talk during Little Wandle Reading lessons, Group Reading lessons from Y2-Y6 (year group cohorts or small groups) and whole-class English lessons, with a focus on VIPERS question starters (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise) to develop a breadth of reading skills. The focus is on bridging the transition from reading fully decodable texts to being an independent reader.

Teaching strategies are used routinely by teachers to enable the children to embed their learning into their long-term memory. These strategies are based on a range of techniques connected to retrieval practice including the use in lessons of vocabulary resources and low stakes quizzing; each lesson starts with a retrieval exercise relating to prior learning or a warm-up activity relating to a specific skill that is being taught in the lesson.

We aim to keep the learning pace of all children at the highest level and ensure there is no 'glass ceiling' for any learner. We use active learning techniques which teachers employ in the classroom to complement learning and give all children the opportunity to become actively engaged and to articulate their understanding.

Pupils are encouraged to read and share books regularly:

At school

- Reading for Pleasure (RfP) is timetabled during the week to provide opportunities for pupils to increase their fluency, speed and stamina through the accumulation of 'reading miles'.
- Class Novel – all classes share a class story or novel at least once daily for a sustained period of time, introducing pupils to more challenging texts with more demanding sentence structures, vocabulary and themes, often that are beyond their own independent reading abilities.
- Reading Partners – a weekly timetabled session to share books and read with a pupil from another year group.

At home

- Parents are encouraged to read 4+ times a week with children at home.

What we see as a result: Impact

We have high expectations for all pupils, and by scaffolding learning, strive for all pupils to achieve at least ARE in reading. Texts are chosen for challenge and no ceiling is put on learning. Exposing children to a variety of carefully mapped out texts ensures that their aspirations to become better readers are met. We select quality texts for reading that develop pupils' knowledge and broaden their understanding of the world, inspiring curiosity for knowledge.

Our approach to phonics using a high-quality, structured scheme ensures a consistent approach and good progress as pupils move into Y2 and KS2.

Monitoring of English is carried out regularly.

Year A&B	EYFS	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
Reading – Word Reading	Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Pupils should be taught to: - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence in word reading.	Pupils should be taught to: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading	Pupils should be taught to: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Year A&B	EYFS	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
<i>Reading – Word Comprehension</i>	Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events	Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing 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 - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Pupils should be taught to: - develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry]	Pupils should be taught to: - maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with 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 English – key stages 1 and 2 34 Statutory requirements - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and

		• making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	• understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	volume so that the meaning is clear to an audience • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas
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					and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views
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