

Reading



Intent - What are our curriculum aims?

At Stocks Green Primary School, our reading curriculum is designed to meet our curriculum aims which are to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- make connections between subjects and real life
- promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils
- encourage the children to develop interpersonal skills
- build resilience and become creative, critical thinkers
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our reading curriculum. We intend that all pupils become confident, fluent readers who are able to critically analyse and reflect on their reading. Throughout the reading curriculum, we aim that children develop a love of text and passion for reading. We intend for this passion to transfer and inspire their own writing. We intend that pupils are exposed to a diverse range of genres, authors and text types which exposes them to a wide range of vocabulary through high quality texts. We intend for every child to develop a clear love for reading that stays with them throughout their time in school and beyond.

Our reading curriculum is designed to broaden our children's experience of text, particularly genres of writing that they may not otherwise be exposed to. We aim that our reading curriculum is sequenced in such a way that children know more and remember more as they travel through each year group. Reading lessons are sacrosanct within the school timetable to allow ample time for discussion and in-depth analysis. Lessons are structured in such a way that children's knowledge and reading skills are the sole focus as lesson styles are repeated throughout the school.

Reading is at the heart of our provision and the importance of early reading and phonics is understood and acted upon throughout the school. The school uses the 'Sounds Write' approach to phonics and has sent all teachers throughout the school on effective training. All teaching assistants have also either attended official training or had phonics training in school.

Our curriculum pedagogy is based on three distinct lesson types which have been drawn from 'The Art and Science of Primary Reading' by Christopher Such. These three lesson types are adapted in style and frequency depending on the year group as well as the stage of development of the pupils. The number and frequency of these lesson types is adjusted based on data from pupil outcomes at Pupil Progress Meetings.



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Fluency

Fluency – in fluency lessons children are engaged in paired reading for the majority of the lesson. The teacher models fluent reading of a short amount of text. They analyse unfamiliar vocabulary and check for understanding with the pupils. Pupils then repeatedly read the same section of text with a partner to develop their orthographic mapping. All elements of fluency are taught including accuracy, pace and prosody.



Extended

Extended – in extended lessons children are engaged in an extended volume of reading for at least 60% of the reading lesson. The class read in a variety of different ways including individual, paired, choral and as whole class. The text is analysed in detail, focusing on different elements of reading comprehension that closely match the passage of text. Understanding is frequently sought and pupils work on questions in pairs as well as individually.



Cloze

Cloze – in cloze lessons children are engaged in an extended discussion and analysis of the text for at least 60% of the reading lesson. The class read a sample of text multiple times in order to analyse it in different ways as their understanding develops. The repeated reading and analysis enables pupils to further develop their understanding of the passage and text as a whole, as well as becoming critical and reflective readers who go beyond surface level understanding.



Implementation – How do we achieve our aims?

Curriculum Spine

The reading curriculum is underpinned by our **Carefully selected reading spine**. The school's reading spine has been chosen to expose each year group to a range of high quality fiction, non-fiction, poetry and picture books. Texts are **Carefully matched to the age and development of the children** and **are Challenging for all members of the class** and extend the learning of all. Careful consideration has been given to ensure that the texts chosen expose children to **a variety of different and diverse authors, genres and styles of writing**. Through the reading spine, children are exposed to **a range of high quality vocabulary** that they can absorb and use in their own writing.

Progression and Sequencing

The reading curriculum has been **designed to provide the children with the knowledge required to be successful readers both at secondary school and beyond into the wider world of work and study**. Children's fluency and understanding is built upon year on year as they move through the reading curriculum. Specific skills and outcomes are allocated to each year group following the National Curriculum and are outlined in our progression of knowledge and skills for reading.

Opportunities to explore genres and types of text and sequenced in a spiral curriculum to allow for spaced practice and to deepen children's knowledge and understanding of text types.

For example, poetry is taught in every year group multiple times to develop children's understanding of this genre. However, the type, style and complexity of the poems as well as the questioning builds year on year to deepen children's understanding.



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Lesson Design and Curriculum Delivery

Text centred – each sequence of learning is built around one text. This is used as a vehicle to explore the genre and a range of comprehension questions that match the text type and extend children's understanding.

Sequences of learning build on children's prior learning and are built around our three lesson type pedagogical approach to curriculum delivery. Each lesson is carefully designed to enable pupils to develop the understanding necessary to draw meaning from the text.

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Within a lesson, there is clear modelling of fluent reading so that children understand how to read effectively for an audience.

High-quality questioning, be it the 'learning question' for the lesson or targeted verbal questioning, actively seeks to check understanding, identify any emerging misconceptions and ensure children comprehend what they have read. Questions are carefully mapped against age and development of the children to ensure they are pitched appropriately.

Reading for Pleasure

The school aims to develop a love and passion for reading in all pupils. This aim is implemented through a variety of approaches. This includes celebrating reading through a 'Book Week' as well as World Book Day. Through the book areas, teachers promote exciting reading choices and actively encourage children's independent book choice. The school has invested in an outdoor reading library and is developing a reading hub within the school. Curriculum areas, such as history, have recommended texts outlined in their 'sequence of learning' documents to further engage pupils with both reading and a topic. The school has a pool of reading volunteers who engage with pupils and initiate effective discussion about their chosen texts. Furthermore, the school has links with a member of the community who brings in a reading dog to further inspire pupils to read for pleasure.



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Drop Everything and Read

We believe that effective modelling of reading is essential to inspire pupils. Each class undertakes a session entitled 'Drop Everything and Read' at the end of each day. This is led by a teacher who reads from a Class reader for 15 minutes. The text chosen is always beyond the ability of the class and includes vocabulary that they would not otherwise be exposed to. The purpose of the session is purely for pleasure and is not intended as a comprehension exercise.

The children in the class have control over the text chosen through a voting system to further promote their enjoyment and engagement. The book chosen is displayed on the class door so that anyone can speak to the children about the book that is currently being read in class.

Book Babbles

To further engage pupils with reading and inspire them to read at home, classes undertake 'Book Babbles' in which pupils get to share their favourite texts with their class mates and 'babble' about them. This gives them the opportunity to express their views and opinions and to recommend texts to their peers. This is an engaging session which the children actively take part in and take ownership of. Thus, this session helps to **further develop their independence, confidence and engagement with reading.**

Adaptive Teaching

The school aims for every child to achieve the learning intention for the lesson, through the medium of a learning question. To achieve this, **questioning is scaffolded to allow all pupils the opportunity to achieve the intended outcome.** Careful consideration is given to ability pairs to ensure that when children read aloud they have heard several high quality models previously. **Pupils are supported to access the reading as independently as possible and for questions to be challenging but achievable.** Through adaptations, the school aims for a high success rate amongst the cohort to enable progress for all pupils. Where a high success rate is not obtained, further support and recapping will take place to ensure all pupils achieve.

Phonics & Spelling

The school places phonics at the heart of its provision and its methodology for fostering success in early reading. The school uses the 'Sounds Write' approach to teaching phonics in EYFS and Key Stage 1. This then carries forward into the school's approach to teaching spelling across Key Stage 2. Each class has a daily phonics lesson in EYFS and Key Stage 1 and spelling lesson in Key Stage 2.



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Reading Areas

The school believes in the importance of vibrant, inviting and engaging reading areas. The school feels that they should be an area that draws the children in and encourages them to pick up a book and read. This is achieved through teachers and pupils recommending high quality texts through vibrant displays. To ensure that reading areas do not feel cramped and overwhelming, books are rotated in and out three times per year, these include a wide range of diverse texts. The way texts are displayed is carefully considered to entice children to read the texts on display. Books available to the children are levelled by class teachers and clearly marked using colour coded stickers. Discussions are designed to enable the children to choose according to their confidence and ability. Ceilings are not put on children's abilities as we wish them to aim high. Each reading corner will have a variety of text types, genres and authors reflecting our diverse community.

Home Reading

The school believes that a passion for reading comes from a strong partnership between school and home. Reading is a vital part of the home learning set in each class and we support parents in all aspects of reading with and to their children. Expectations for reading at home are tailored to each year group age and development needs. For example, texts from the reading area in EYFS are sent home for parents to read to their children as well as a phonics based book for the child to read to them. As children move up through the school, we encourage them to gradually take more ownership over their book choice when taking books from the reading area to read with their parents.

Feedback

Full details of the school's approach to feedback can be found in the Feedback Policy on the school website. However, **the majority of the feedback given will be in the moment and reactive to pupils' needs, understanding and will address any developing misconceptions.** Feedback in most reading lessons will be verbal.

Pupil Outcomes

We believe that **pupils should have the opportunity to produce written outcomes within reading lessons.** Over the course of a term, children will be engaged with an A3 set of questions based on different reading domains, for example retrieval and inference. When a suitable section of text presents itself, children will answer questions on the sheet to showcase their understanding. These outcomes will be discussed as a class and whole class feedback given. Children are encouraged to take pride in their work and present to the highest standard possible.





Impact – How will we know we've achieved our aims?

Outcomes and Assessment

The impact of our curriculum can be seen through the pupils' ability to answer increasingly challenging questions within a range of reading domains about age appropriate texts. They will be seen to have transferable skills that they can apply across different reading genres as well as discuss and analyse similarities and differences between different genres and authors. They will become critical thinkers who have the confidence to question the text which they are engaged with.

Staff assess pupils formally three times per year using the FFT reading assessment programme. Assessment also takes place through a formative approach in all lessons and cumulatively builds up a picture of the children's learning. This is recorded on Arbor and analysed by the English subject leads to further develop and enhance our curriculum to ensure it meets its stated intents.

