Reading at Much Birch – Curriculum Statement

At Much Birch our 'intent' is to make all of our pupils 'readers' and instill a lifelong love of reading and literature.

We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required and the confidence and positive attitude they need to succeed in the next steps in their education and in later life.

We do not put ceilings on what pupils can achieve and we do not hold pre-conceptions about any pupils' ability to make progress.

We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
We feel that reading enables pupils both to acquire knowledge and to build on what they already know.

We recognise children's prior learning, build their knowledge through first hand learning experiences in order to allow the children to develop interpersonal skills and build the learning skills (our 'Key Drivers' that underpin our curriculum) of resilience and perseverance in order to become creative and critical thinkers.

CURRICULUM INTENT

Children have a naturally enquiring mind that constantly asks questions. Through the teachings of our core values of Perseverance, Hope, Friendship and Humility our intent at Much Birch is to keep them asking those questions and to channel that inquisitiveness into understanding what they are reading and ask questions to comprehend their texts. Through our reading curriculum we foster these values to enable every child to flourish and grow, these and our drivers of resilience and perseverance support our children to be the best readers that they can be.

Our Key Curriculum Drivers through English:

Possibility - For our learners to be resilient and persevere, to challenge ourselves and each other. To know that anything is possible and we can instil that.
Diversity - High level quality texts are used as stimulus. Relevant, aspirational & diverse characters (real or fictional) will be studied. Children are enabled to understand the differences in our world in order to be more compassionate, empathise with others and to understand and fit into the world around us.
Community - We want our children to develop a sense of pride in themselves and respect for others. To know how it feels to belong and to value those around us. Writing for purpose includes writing to the community. Letters of thanks to community. Remembrance writing for local church service.
Communication - We believe that helping our children find their voice is as important as them becoming avid readers or great writers and will work to broaden vocabulary and we encourage talk in *all* areas of learning.

Cultural Capital:

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Ofsted define cultural capital as:

"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

At Much Birch we think reading is one of the integral skills to give them the cultural capital to succeed in life. In life our pupils will need to be able to read and understand forms, letters, signs, literature and many other things.

Our aims:

- To ensure every child is given the best opportunity to become a fluent reader and leave our school achieving at least age related expectations.
- To provide children with a rich and varied reading resources that takes notice of their interests as well as the curriculum requirements. Develop a life- long love of reading and a curiosity to explore and discuss new forms of literature.
- To develop and understanding and command of the English language through experience of and exposure to high level texts.
- To recognise that reading comes in many forms and is essential to everyday life.

An Overview of what Reading looks like in our school:

- Daily phonic lessons in EYFS and Key Stage One that follow the Read Write Inc. Program.
- Guided Reading and/or whole class reading sessions to foster a love of reading.
- Use of VIPERS to help streamline the questions that are asked of the text – these are based on five areas**:**
- **V = Vocabulary. I=Inference. P=Prediction. E=Evidence. R=Retrieval.** These could be linked to a class novel or short text extract.
- Use of a carefully selected text to stimulate writing and English lessons – this could be a cross curricular link or from our new Writing Scheme Plazoom.
- Children in Upper KS1 and KS2 use the Oxford reading tree book band system & other reading schemes such as Rockets, Bluebirds to ensure progress in reading. In KS2 Teachers use longer novels and comprehension materials to ensure all our children are experiencing a challenging text and questions focus on inference, vocabulary and explanation.
- We want pupils to be enthused and stimulated by what they read and use ideas and techniques that they have experienced when reading to inform our written work.
- We provide extra reading activities such as World Book Day, Love Reading day with a whole school emphasis on a chosen text, reading competitions, a book swap cabinet, summer playground library and links to Hereford library summer holiday reading challenges.

This is the knowledge and understanding gained at each stage:

By the end of Key Stage 1 pupils will:

- 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 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)
- Developing phonic knowledge so that they do not require other strategies to work out words.
- Re-read books to build up their fluency and confidence in word reading.

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding and understand both the books they can already read accurately and fluently and those they listen to
- 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.

By the end of Lower Key Stage 2 pupils will:

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English NC, 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.

Reading comprehension:

- develop positive attitudes to reading and understanding of what they read
- understand what they read, in books they can read independently
- 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.

By the end of Key Stage 2 pupils will:

Word reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English NC, both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension:

- maintain positive attitudes to reading and understanding of what they read
- understand what they read
- 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 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.

Curriculum Implementation

This is how it works: (Please also see our reading skills document on the website.)

Early Reading – Reading in EYFS

Phonics is taught daily using Read Write Inc (RWI). Through stories and activities associated with these, phonic sounds are introduced to children each day in an engaging way. The phonics activities are revisited to embed over the year and supported in a range of ways including associating actions with these. Children are sent home with letter and word lists linked with the application of letter sounds we are learning.

The Early Years uses core texts as a basis for topic planning and usually start with an exciting hook to engage children in both the topic and the book. We have developed our own vocabulary lists which are specific to topic and stage in the academic year. We use a range of different book companies within our reading scheme. These texts are chosen for

their level of challenge and quality language. They have also been chosen with a view to promoting reading for pleasure, as well as the opportunity to apply phonic knowledge.

Children are given daily opportunities to access a range of texts from the book corner, as well as stories from the school and county library. Reading scheme books are available in the classroom for children to access independently. The class teacher reads to the whole class daily. The implementation of guided reading starts in the spring term and this is carried out weekly in small groups.

Reading in KS1

Children in year 1 continue to learn to read using the RWI phonics scheme. Children are taught phonics daily. This will begin with whole class teaching and then, as the children's needs are identified through half termly assessments, they will access small intervention groups to help scaffold & support any missed sounds. All children are expected to pass the phonics test at the end of Year 1 and every opportunity will be made available to them in order for them to achieve this.

Pupils may take part in small group guided reading sessions, whereby the teacher and TA (when available) will use the RWI guided reading materials to support and develop pupils learning. They may also access Whole Class Guided reading sessions. Children who have not reached the phonics expectations of year 1 will have intervention to support them in achieving the expected standard.

Whole class reading will take part using quality texts linked to other areas of the curriculum when appropriate. There will be an emphasis on decoding, vocabulary and fluency with children using a range of mediums to enhance their learning. ICT, audiobooks, dictionaries, encyclopedias etc. are used to provide children with a variety of texts. These sessions could be part of an English lesson but may also be at the end of the day. Opportunities to access a range of texts from the book corner and school library are available on a daily basis.

Children are given a home reading book matched to their ability and this is changed at least 2x a week. They are also given sound work on the RWi sounds taught in the week so that they can further practice these at home. This might be through a worksheet including letter formation practice in EYFS; to 'phoneme spotter' passages in Y1 that match the sounds taught that week. All children are read with by an adult at least once a week with the lowest 20% of readers being read with at least 3 to 4 times a week, to ensure they reach age expected expectations.

Reading in KS2

As the children progress we aim to build on the reading experiences that the children have already acquired. Our aim is to develop independence, fluency and self-reliance. A greater variety of texts are made available to children to allow for more depth, choice and enjoyment. Children will continue on the book band levels until the teacher feels they are ready to become a free reader. To develop a love of reading a pupil may have a free reading book to read during reading for pleasure sessions. We aim to provide children with opportunities to read text from different media and will use internet research and online resources to suit the purpose of the sessions taught. Children who are not reaching age expected expectation are read with daily to support them in reaching the same standard as their peers.

In class, teachers in KS2 provide children with whole class 'reading for meaning' sessions at least 3x weekly. In these sessions teachers use high quality texts to develop pupils' reading and comprehension skills. These texts can be a class novel or a standalone high quality text from Cracking Comprehension or another resource. The novels/text that they are studying can be chosen for various reasons:

- Links to other areas of the curriculum.
- Use of vocabulary.
- Moral or social story.
- Interesting plot or content that will be enjoyed by that particular cohort
- Recommended by other leading English specialists of schools.

To develop pupils' comprehension and decoding ability KS2 classes use the VIPER technique:

Questions that are asked of the text are based on five areas**: V = Vocabulary. I=Inference.P=Prediction. E=Evidence. R=Retrieval**

If teachers feel there is a need for more discrete small group teaching of reading they are able to do this. Especially in Year 3 and 4 when small group teaching may be required to develop some pupils' understanding of content and vocabulary.

In upper KS2 - To develop our more-able readers we also use comprehension taught in a more SATs style format. The emphasis is on inference, vocabulary and explanation and the children learn to look deeply at the meaning of the text.

Individual reading: For those that still need it - we use the Oxford reading tree/Rigby books in KS2 with children progressing through the books and changing them under the instruction of the class teacher. They have a class reading book that is taken from this scheme that they use to read to an adult in school but they are free to bring in a free reading book that they can use when reading for pleasure.

This is what adults will do:

- Support, encourage and foster a love of Reading
- Members of staff to read at different times of the day with different groups of children
- Discuss and support children who falling in their reading and provide catch up where needed.
- Identify the bottom 20% of readers and provide regular reading with an adult
- Learning walks to ensure that Reading is being taught
- Research new innovative techniques/programmes
- Network with other schools and Reading Subject Leads

This is how we support:

- Use of coloured overlays/ paper for preferences (SEND)
- Provide high interest, low level books for children in KS2 who are reading below their book band.
- Parents guides and information evenings on phonics and reading.
- Reading events where the whole family can be included
- Use dyslexia friendly texts of needed.

Curriculum Impact

This is what you might typically see:

- Children talking positively about reading, sharing and reflecting on their learning and how it relates to real life situations
- Happy and engaged learners who love books and reading.
- Children happy to discuss what they have read and share with adults and children.
- Open ended questions- low threshold/high ceiling tasks
- Different representations of texts
- Paired/group discussion
- Choral class reading
- A range of different activities including use of technology
- Engagement and perseverance
- Self-motivated children
- Resilient learners

This is how we know how well our pupils are doing:

- Lesson feedback and children's work
- Use of Reading Assessment Tracking
- Use of NFER half termly assessments
- Pupil progress meetings
- TA feedback

- Teacher assessment/ targets
- Marking and feedback books

This is the impact of the teaching:

- Confident children who can talk about what they have read.
- Children who are enjoying their learning in Reading sessions
- Depth of understanding/application in different reading skills
- Children ready for the next step in education
- Results in end of key stage assessments

<u>The Role of Forest Schools in the reading curriculum</u>

The Forest School philosophy meets many of the curriculum aims and cultural capital at Much Birch,

- *'Understand that science relates to their everyday lives, the real world, to everyday situations and will provide employment opportunities for some of them'.*
- *'To be encouraged to care for and enjoy the environment'.*
- Children have to verbally articulate themselves, be able to carefully **read**, interpret and understand signs and instructions.
- Story times happen around the camp fire.