

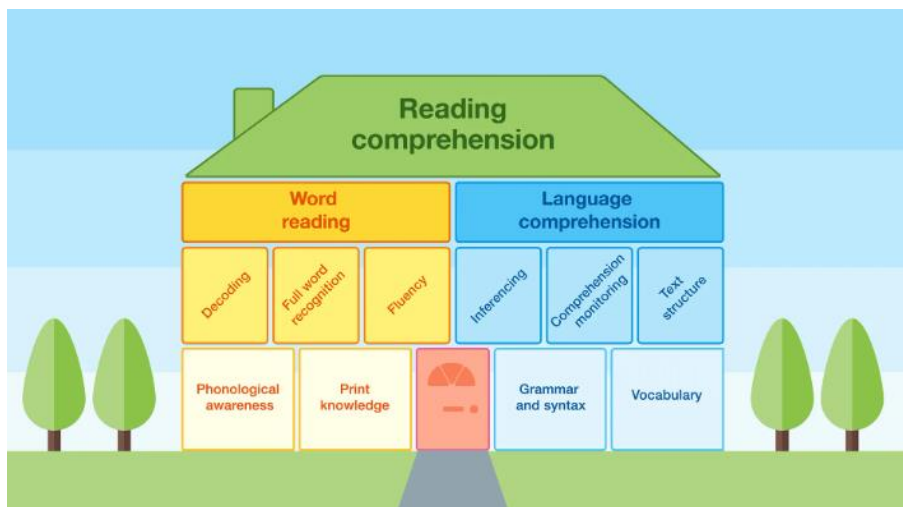
Reading Curriculum Overview 2023-24

At Heronsgate School, we want all children to develop a life-long passion for reading - regardless of their ability, background, and opportunities outside of school. Reading is essential to attainment and success across all subjects. By the time children move on to secondary education, it is our aim that all children are enthusiastic, confident and fluent readers, who are knowledgeable of texts and read frequently for both pleasure and academic achievement. The aims of our curriculum are as follows:

- Ensure that children are empowered by having the skills and strategies to become fluent readers.
- To read for both pleasure and purpose.
- Enjoy books from a wide variety of authors and sources.
- Develop appropriate study skills so that they can critically analyse what they are reading.
- Have a knowledge of both contemporary and classic authors.
- To believe that they can be the best that they can be with regards to their reading.

The curriculum has been shaped by the Education Endowment Fund's (EEF) 'Reading House'. As noted, 'the reading comprehension house is grounded in Gough and Tunmer's Simple View of Reading. It shows word reading and language comprehension as the two dimensions of reading that need to come together to enable reading comprehension.' (Caroline Bilton 2022). The left hand side of the house is focussed on decoding and phonological awareness. The right focusses on language comprehension. Both are therefore required for comprehension when reading.

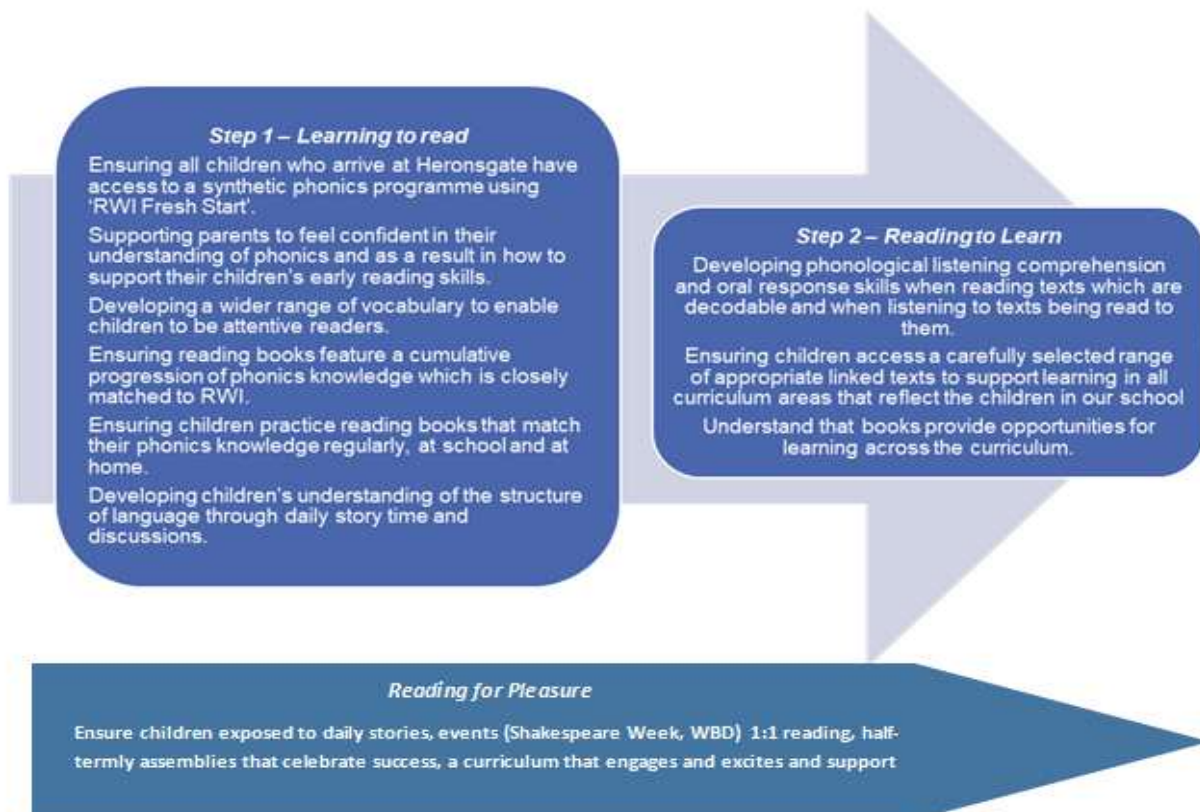
The EEF Reading Comprehension House



Early Readers

Before children can 'read to learn' each child must 'learn to read'. It is within these early stages of learning to read that children are inspired by the environment around them. In order to develop a life-long love of reading, the children must focus on the following early reading skills:

1. Enjoyment of hearing texts read aloud – listening to and engaging with a wide range of texts
2. Phonic proficiency – decoding and blending phonemes to read words
3. Word level proficiency – reading and understanding common vocabulary accurately including common exception words, and vocabulary relevant to learning in other curriculum subjects / areas
4. Grammatical proficiency – recognising and using grammar to support fluent reading and comprehension
5. Oral proficiency – demonstrating oral comprehension of texts for meaning



Teaching strategies to support early reading:

- Read Write Inc. (RWI) Phonics (Fresh Start) for those identified as requiring additional support
- RWI reading books, including paper versions to send home to practice once taught
- Subscription to Oxford Reading Buddy to access online versions of sounds and RWI books
- RWI linked texts to share similar stories with the children
- Red and green word practice
- Daily story time
- Word of the day (early work)
- Phonics open morning – empowering adults to support their child at home.

Interventions at the Early Reading Stage:

- Speech and language therapy for children (internal and external provision)
- RWI virtual classroom throughout the day
- RWI tuition on a 1 to 1 or small group basis identified as part of ongoing assessment with a focus on the lowest 20% and those not making expected progress
- Family support with Phonic Lead to support with additional practice of phonics at home – prioritising lowest 20%.
- Disadvantaged children – opportunities to read in school with an adult (daily reading 1:1)
- EAL – buddy reading and EAL support (EAL lead)

Reading for Pleasure

It is our expectation that all children at Heronsgate are taught to appreciate and enjoy reading in all its forms. We encourage children to read for pleasure and develop the ability to read with fluency and understanding. All children are assigned a book that is relevant to their reading level or phonetic knowledge. For children completing the Fresh Start phonics programme, children are given Book Bag Books that match the phonics sound that the children are currently learning or already have knowledge of. Children not taking part in phonics continue to be benchmarked (termly) so that the book they are reading is suitably challenging. We follow the Oxford University Press reading scheme, with books having been carefully selected to represent the children reading them. Significant investment has been made in the following book types:

- Tree Tops Reflect – books that engage and challenge more able readers and support wellbeing
- Greatest Stories – classic tales retold
- Myths and Legends – classic myths from Britain and beyond
- In Fact – books that deepen comprehension skills and develop reading stamina

During guided reading, the children access high-quality and engaging texts across a range of genres. They are linked to learning projects so that tier two and three language can be woven into the discussions and writing that the children will complete. It is here that teachers will model and share reading strategies.

At Heronsgate we encourage our children to become champions of reading by choosing to read, encouraging others to read, sharing with others what they have read and challenging themselves when reading. These skills are celebrated regularly throughout the school. We have a dedicated library area that all classes have access to throughout the week, which is generously stocked with age appropriate, and popular texts (see below for more information). A reading event is also organised each term to continue to promote a love for reading for all of our students. This may include a visit from an author, world book day and book fairs. It is also our expectation that we:

- A reading challenge celebrated each half term
- A 10 minute daily story in all classes at 3pm (see below 'Story Time')
- A literature rich environment with easy access to books
- Opportunities to play with language, i.e. having fun with rhyme, poetry slams etc.

Story Time (Class Reader)

We believe that reading is not only taught during the 30 minute guided reading session but can be woven throughout the school day. All classes read at 3pm each day (or more if they wish – completed over 4 days). This allows the teacher to share a story of relevant age for enjoyment and comprehension.



Terminology:

- Responsive Reading - show a segment of what is being read and the teacher models 'thinking as an author'.
- Echo reading - for part of the session, the children echo what is being read in small segments with the aim of teaching prosody, intonation and expression when reading aloud.
- Demonstration reading – The teacher reading aloud and unpicking a key moment by thinking aloud as a reader.

Library

At Heronsgate all children in all year groups – regardless of background or ability – have access to the library. Our library is organised into fiction and non-fiction sections. Each class has access to at least one library visit per week.

Expectations:

- All children have access to one library visit per week
- Children should be taught how the library works and how to identify books and authors they may enjoy
- Library sessions should be structured and purposeful

Monthly Themes:

Each month we have a theme, which links to a whole school project or national event. Below are the themes for 2023-24:

Month	Theme	National Links
September	Friendship	
October	Black History Month	<i>BHM & Poetry Day (includes poet visit)</i>
November	Remembrance	<i>Remembrance</i>
December	Festivals	
January	Science and Engineering	
February	Mindfulness	<i>Children's Mental Health Week</i>
March	Women Who Have Changed the World	<i>World Book Day & International Women's day</i>
April	Our Planet	<i>Earth Day</i>
May	British History	<i>May Day & British History</i>
June	Pride and Diversity	<i>Pride, Windrush Day & Empathy Day</i>
July	Change	

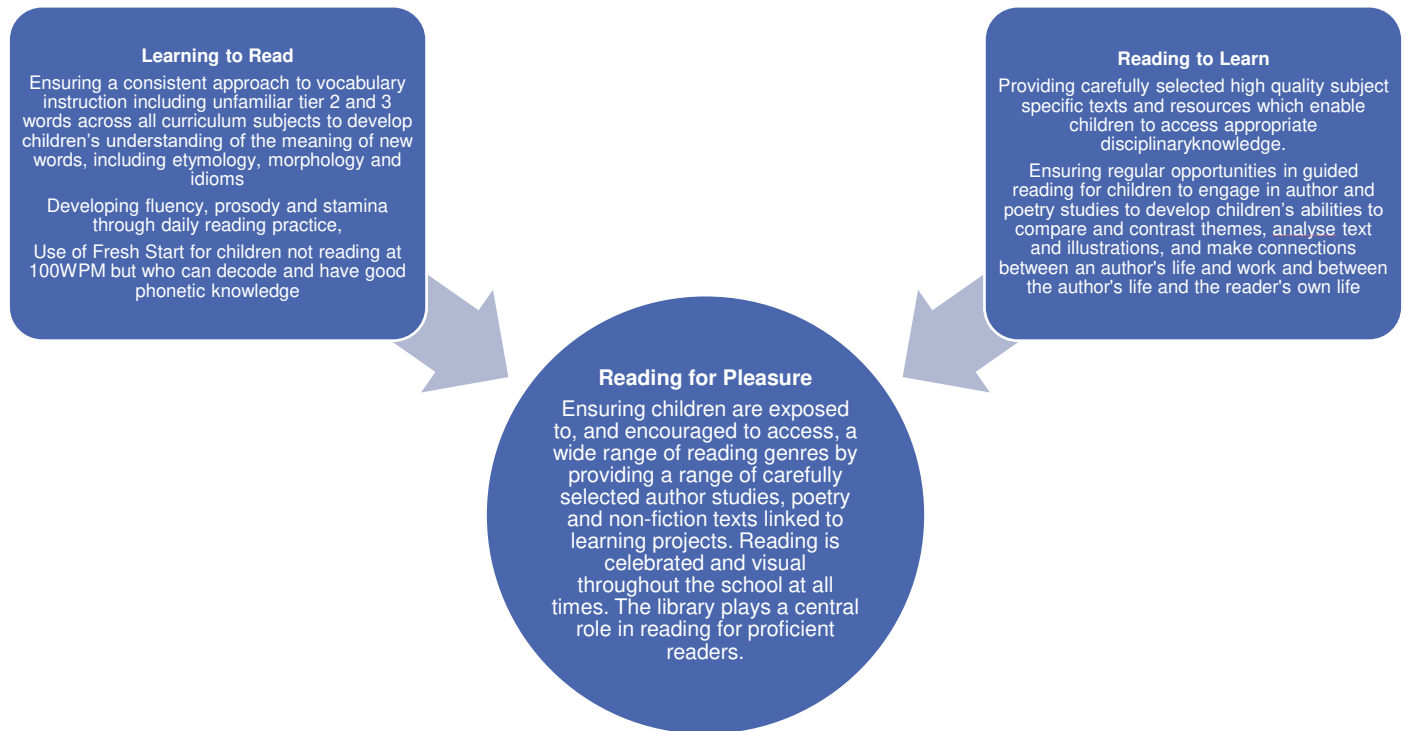
Proficient Readers

Children who have mastered the stages of early reading are proficient readers. As a result, they can quickly decode words fluently and instantly, using their phonic knowledge with accuracy and confidence. They can negotiate unfamiliar words and can access age appropriate texts with independence. Below are listed a range of key skills that we strive for all learners to achieve whilst at Heronsgate.

Proficient reading skills:

1. **Children enjoy reading for pleasure and enjoyment** – independently choosing to engage with a book
2. **Fluency in responding to text** – beginning to look at patterns across genres and texts by a range of authors.
3. **Fluency, meaning and punctuation** – using both punctuation and vocabulary within the text to help provide clarity and meaning
4. **Retrieval fluency** – skimming and scanning to locate key information.
5. **Ability to infer** – can 'read between the lines' using evidence to support their ideas
6. **Ability to comment on the author's use of language** – can, without support, make comments on the authors desired intent
7. **Unpicking of vocabulary** – can use language that they already know to help them unpick new and unfamiliar words.
8. **Use of Talk Partners** – Hand-up is limited and discouraged, instead children discuss and communicate their thoughts and ideas in carefully arranged talk partners.

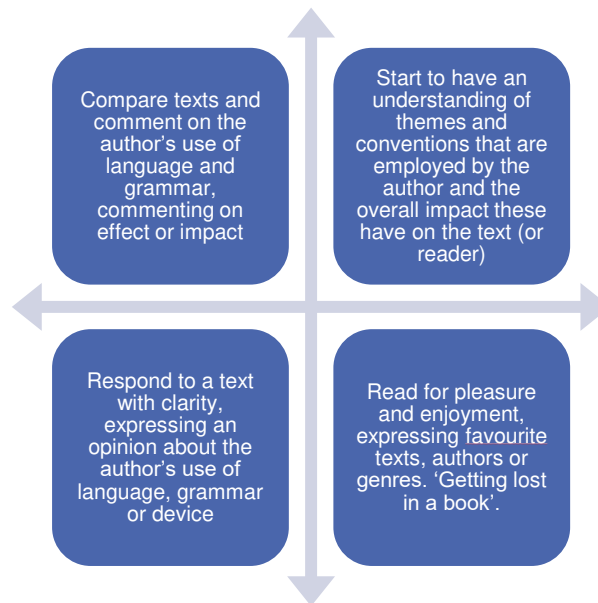
The journey to being proficient is critical to ensure that children do not fall behind in other curriculum areas. Below is our expectation of reading at Heronsgate for proficient readers. This has been made using guidance from the National Curriculum and Reading Framework.



Fluent Readers

Children who do not require intervention or support and can access most age appropriate texts confidently and without support are classed as fluent readers. They are on-track to be competent readers who will have the ability to access most new texts they are shown. This, in turn, empowers them to become confident and independent learners across all subjects. They are also able to read for enjoyment.

Fluent readers are just that – fluent. They seamlessly and confidently make decisions and comment on a text with clarity and purpose. As such, all the elements of a fluent reader are equal. We believe that the following skills are key:

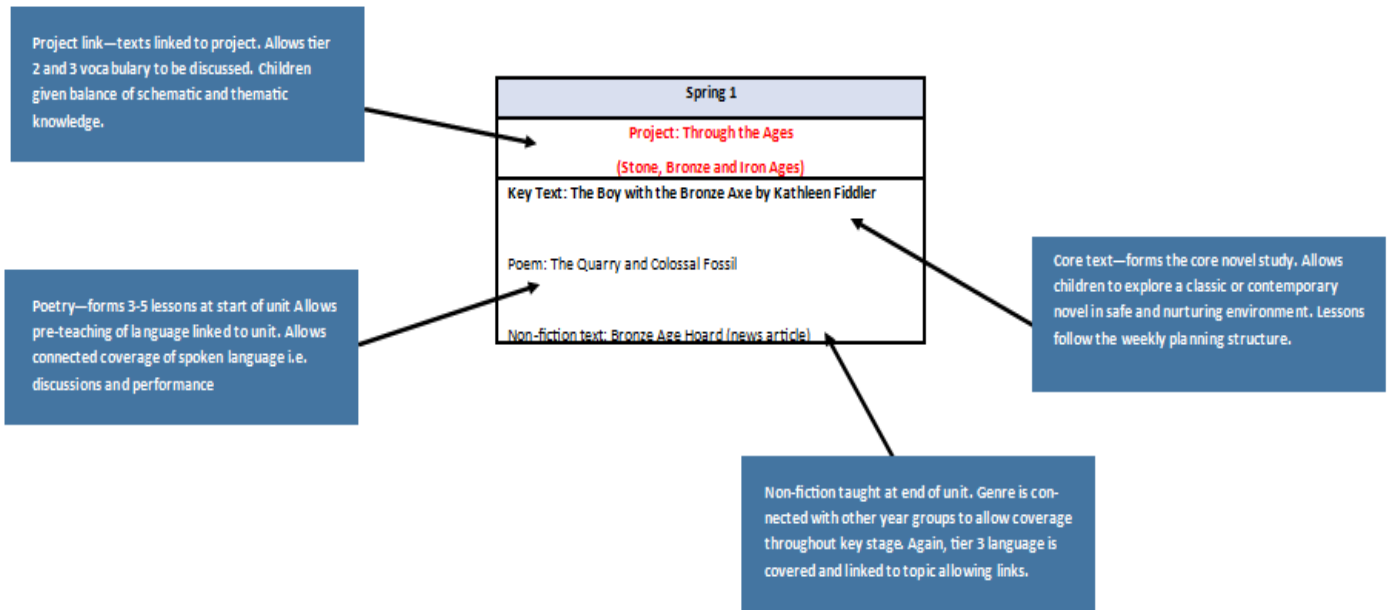


Teaching Strategies:

As aforementioned, Children who do not require intervention or support and can access most age appropriate texts confidently and without support are classed as fluent readers. It is our expectation that children will therefore be taught using the following strategies:

- 30 minute daily Guided Reading session linked to planning overview.
- Explicit vocabulary instruction
- Word banks and working walls used to develop vocabulary
- Half-termly or termly novel study
- Poetry week per half term (with a whole school poetry focus once per yer)
- Opportunity to become a School Reading Buddy and Junior Librarian

Half-termly/termly planning and teaching structure:



Weekly planning and teaching overview:

The overview (below) allows coverage of all National Curriculum content domains in a systematic and logical manner. The texts and genres being covered allow for full coverage by the end of KS2. The teachers remain in control of what reading skills are taught and when. It is expected that teachers will read aloud and not put children under undue pressure by asking them to read aloud. Instead, the teacher will read the text with shared reading being utilised to encourage participation. This may include echo reading, paired reading, teacher reading etc. It is not a requirement for a written outcome in each lesson. In one week, the class will teach the following elements in a 30 minute session over 4 days:

Book Talk/The Big Picture	In this session, the children may or may not commit to writing in their book. The following strategies may be used: <ul style="list-style-type: none"> - Drama - Art - Discussion - Debate - 'Zooming out' (thinking about the main themes of a story/setting/character etc.) - Mindmaps (for making meaning and links) using situational models - Questioning (what do they want to know?)
Comprehension	Teacher models answering a particular question. The children will complete questions relating to the learning objective
Comprehension	
Vocabulary focus	In this session, the children will unpick vocabulary and other text choices the writer makes. This may or may not involve a written task. Can form part of a comprehension task. Can be written or unwritten.

The following structure is encouraged:



Interventions and Challenge:

Although fluent, interventions and challenge is to be provided in the following ways:

- Disadvantaged children – daily reading (logged in reading folders)
- Target children – identified through Pupil Progress meetings.
- Greater depth 'deeper learning' challenges – designed to extend thinking on particular question types.