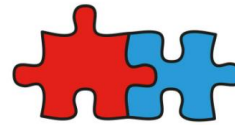


Rothwell Schools - Reading Curriculum



Rothwell Schools

Intent:

At Rothwell Schools we value the importance of reading. We recognise that it is crucial for children to be able to decode and blend sounds to read and understand what they have read to be able to access all learning in school and to become successful in their adult lives. As children learn to read, they can discover new facts and learn to ask questions to find out more. They develop their imagination and foster a love of language and literacy.

We are committed to every child having the opportunity to becoming fluent, confident readers who can comprehend the high- quality texts they have experienced, drawing on their own personal experiences to understand the world in which they love.

Implementation:

At Rothwell Schools, we start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read.

At Rothwell Schools, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Rothwell Schools, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Foundations for phonics in Nursery

The teaching of reading starts before they come to school but it is crucial that in the Early years, they are provided with a progressive curriculum to ensure they can build on their phonological awareness and access high quality texts. We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- o sharing high-quality stories and poems
- o learning a range of nursery rhymes and action rhymes

o activities that develop focused listening and attention, including oral blending

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

Every day, the children at our schools we have a 30 minutes phonics session. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children in Reception, make a strong start to learning to read as teaching begins as soon as the baseline assessments have been completed. We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Assessment for learning takes place on a daily basis and if any child requires additional support then daily Keep-up lessons are put into place to ensure that they can be successful in developing their early reading skills. In addition, children are formally assessed every 6 weeks to ensure that they are retaining the phonemes and graphemes covered within the lessons.

Reading practice sessions

Each week, children will participate in 3 reading practice sessions, each one with a different focus:

- Decoding – reading words by saying the phonemes and blending them.
- Prosody – reading with rhythm, stress and intonation
- Comprehension – developing understanding of what they are reading.

Following these 3 sessions, they will bring take the book home to continue to read with their family. Children will be able to read the book with 95% fluency by the time they take the book home.

Tricky words

Within the Little Wandle programme, children are also taught to read tricky words in line with the expectations of the National Curriculum.

These words are taught in the following terms:

	Autumn	Spring	Summer
Reception	Is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.	Was, my, are, you, by, sure, pure, they, all	Said, love, there, so, do, when, have, were, what, like, here, one, some, little, out, come, says, today.
Year 1	Their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want	Any, many, again, who, whole, where, two, school, call, different, thought, though, friend, work, once, laugh, because, eye	Busy, beautiful, pretty, hour, move, improve, parents, shoe.

Year 2 and KS2

In Year 2, Autumn term 1, children will continue their phonics journey on Phase 5 set 5. Some children in Year 2 may need longer time to embed their phonics and may need to continue with their phonic learning as they progress through the school. The children who need this additional support will continue to follow the Little Wandle programme to ensure that their gaps in learning are targeted so that they can be successful in becoming fluent readers. Children will only complete the Little Wandle Programme when they have shown fluency and accuracy in reading and have passed the fluency assessment. They will then become 'book band readers' to continue their reading journey.

	Learning opportunities	Text Characteristics	Approximate word count
Purple Band 8	<p>Adapt to a variety of fiction, non-fiction and poetry with growing independence.</p> <ul style="list-style-type: none"> • Read silently and rapidly. Use punctuation to keep track of longer sentences. • Solve most unfamiliar words by blending fewer common digraphs and recognising alternative spellings to read longer and more complex words. Predict content/layout/ story development. • Take more conscious account of literary effects and the formal language of non-fiction. • Begin to consciously use reading to extend speaking, writing, vocabulary and syntax. 	<p>Sentence structures becoming longer and more complex. Wider variety of genre but still illustrated.</p> <ul style="list-style-type: none"> • Storyline may be more involved and reflect the feelings of the writer. • Some books with short chapters for more sustained reading. • Characters are more distinctive and rounded than at earlier levels. • Non-fiction texts cover an increasing curriculum range and different text formats. 	500-750

		<ul style="list-style-type: none"> Alphabetically ordered texts, i.e. dictionaries and simple encyclopaedias, glossaries, indexes 	
Gold Band 9	As above with more challenge	As above with more challenge	
White Band 10 & 10+	<p>Read silently, sustaining interest in longer text, returning to it easily later.</p> <ul style="list-style-type: none"> Use text more fully as a reference and as a model, and find information in texts more flexibly. Notice the spelling of unfamiliar words and relate to known words. Show increased awareness of vocabulary and precise meaning. Express reasoned opinions and interpretations about what is read, and compare texts 	<p>Storyline or theme sustained over a longer period of time with chapters or subsections.</p> <ul style="list-style-type: none"> Sentence structures may be longer, with more subordinate phrases or clauses. Characters may be more fully developed with more than one point of view expressed. Information/action implied, not spelled out. May contain more metaphorical or technical language. Non-fiction texts in a broader context and include more detailed information. 	Approx. 1200
Lime Band 11 & 11+	<p>Recognise text type and predict general content, returning easily to them after a break.</p> <ul style="list-style-type: none"> Read silently, adjusting speed to suit material and monitoring the meaning. Rerun to make different interpretations of dialogue, complex sentences etc. Make use of blurbs, glossaries, and indexes to locate information quickly and accurately. Express reasoned opinions about what is read, and compare texts. Sustain meaning over many phrases for comprehension due to complex sentences 	<p>Storyline or theme may be sustained over a longer period of time with chapters or subsections.</p> <ul style="list-style-type: none"> More unfamiliar, sophisticated terms including a greater range of verbs to suggest precise meanings. Widening range of layout, genre, and writing style. More metaphorical or technical language. More technical vocabulary not supported directly by illustrations 	Approx. 1500

Year 3

Brown level	Provides more complex plots and longer chapters that develop reading stamina Offers longer and more demanding reads for children to investigate and evaluate.	Approx. 1500 - 2000
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Year 4

Grey	Gives increasing opportunities for children to develop their skills of inference and deduction. Provides a widening range of genres including science fiction and biography, prompting more ways to respond to texts.	Approx 2000 – 3000
Dark Blue	Longer reads to develop children's sustained engagement with texts that are more complex syntactically.	Approx 4000

Year 5

Scarlett	More complex, underlying themes to give opportunities for children to understand causes and points of view. Offers fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books.	Approx. 5000 - 8000
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By Year 6, we strive for all of our children to be 'Free Readers' selecting challenging, high quality texts from our library.

In addition to this programme all children are given a wide range of reading opportunities:

1. Whole class reading
2. Reading together opportunities

3. Independent reading
4. Experiencing high quality texts through their class assigned texts. Teachers read these aloud to their classes daily.
5. Cross curricular reading.

FASTER READ APPROACH

At the Rothwell Schools, we base our teaching of reading on the Mary Myatt model 'Faster reader'. The structure of the lesson is outlined below:

- The session lasts of 30 minutes and is completed daily.
- The book is chosen by the class teacher and is a high quality, challenging text. Every child has a copy of what is being used in the lesson.
- The teacher, pre-teaches the vocabulary that is challenging so the children can access the text and understand the words they hear.

- The teacher reads the text and all children follow on their own copy.
- The teacher models reading with prosody so the children hear how the text should be read, with the correct intonation.
- The children engage in echo reading to practice reading the text with prosody.

- Children then have the opportunity to practice reading the text aloud to themselves.
- The children then engage in paired reading. One child reads and then the other checks for accuracy and supports with any words that their peer cannot read. They then swap roles.
- Sometimes the teacher may set further challenges EG See how many words you can read in a minute and then ask them to try to beat their score.
- The teacher then poses a question for discussion.
- The teacher models finding the answer in the text and uses a 'think aloud' approach to articulate how they found the answers.
- The teacher models writing the answer on the board using the evidence they have found.
- The teacher finally poses a similar question and children answer in pairs or independently.

The reading focus will be a short passage linked to the current text being studied and based on the reading speed expected for the year group.

Year 1 60-70+ WPM
Year 2 70-90+ WPM
Year 3 90-100+ WPM
Year 4 110WPM
Year 5 115+ WPM
Year 6 120+ WPM

Importance of self-reflection and personal response for all reading

Within our reading core offer, we value the opportunity for children to participate in personal response. This allows children to develop an understanding of what they like to read and why. It develops a love of reading and passion for literature.

At Rothwell Schools, children are given the opportunity to reflect on their personal response to what they have read and are given sentence stems to support them to become confident in sharing their thoughts and feelings about texts they have studied.

I liked the (setting/character(s) /start/ problem/ending) because.....

My favourite

One thing I noticed about the text was.....

The most memorable part was.....

The purpose of the text was.....

The text made me feel (happy/sad/surprised/tense/optimistic/angry/like laughing)

The text was organised in.....

The text could have improved if.....

I didn't like it because.....

Supporting the lowest 20% of readers:

At the Rothwell schools our lowest 20% of children will receive daily support with reading. This could take the form of Little Wandle reading, keep up sessions or rapid catch up. For these children not on the Little Wandle programme, our core offer allows each child to read with an adult 1:1 at least 3 times per week.

Home Learning:

1. In EYFS and KS1 Children will take home a decodable book matched to their phonic ability following their 3 reading practice sessions. This will be a Little Wandle book and we aim for them to be able to read it with 95% fluency. These will be changed every Friday, to ensure challenge and progress. Children will also take home a sharing book from the library. This will be a book that they have chosen

from the library but will not be a decodable book and will therefore be one to share with adults at home. They will need support with this book.

2. In KS2 Children will take home an appropriate levelled book until they become a free reader. Books are changed on a weekly basis to ensure challenge and progress.
3. Children will take 'Reading for Pleasure, sharing books' home weekly.

Spoken language

At Rothwell Schools we recognise that language development is an important part of a child's development. It supports children to communicate. It also helps them to express and understand feelings.

Spoken language is a core element of learning to communicate but also lays the foundation for the reading and writing skills children will develop as they enter and progress through school. Having a solid foundation in spoken language will help children become successful readers and strong communicators as well as build their confidence and overall sense of well-being.

Reading for pleasure:

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

At Rothwell Schools, we read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children and our local community as well as books that open windows into other worlds and cultures. It is important to us that every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed. Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

We continue to develop our school library and we ensure it is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book swaps, Book fairs, competitions, author visits and workshops, national events etc).

At Rothwell Schools we recognise the importance of reading aloud to our children. Reading aloud builds many important, fundamental skills including introducing a wide range of vocabulary, providing a model of fluent and expressive reading which in turns supports the development of

comprehension skills. It supports children to develop an understanding of reading for pleasure as they can immerse themselves in imaginative worlds without focussing on the process of reading.

At Rothwell Schools, we ensure high-quality texts are shared with your children which are mapped out across all year groups to ensure there is progression across the school. The chosen texts expose children to a variety of genres, encouraging children to develop a love of reading in new areas that they may not have been exposed to outside of the school environment.

Our reading for pleasure spine, continues to develop but as a school we have worked with all stakeholders to develop a set of books which we feel are essential that every child reads as they journey through our schools:

Nursery	We're going on a Bear Hunt	Peace at last	The Very Hungry Caterpillar	Rainbow Fish	Eimer	Prince Cinder	The Cave	One is a snail, Ten is a crab	Hairy McClary	Each Peach Pear Plum	Ten little pirates	Dogger	Kindness makes me stronger	Funny bones	Whatever Next	Beautiful Oops
Reception	Handa's Surprise	The Tiger who came to tea	The Day the Crayons Quit	Pumpkin Soup	The Colour Monster	Ruby's Worry	Something Else	Good Little Wolf	And Tango Makes Three	Little Rabbit Foo Foo	Walking through the Jungle	The Great Book of Families	Brown Bear, Brown Bear, What Do You See?	The Most Magnificent Thing	Oi Frog	The Lion Inside



































In the Early Years, children will also read the following Traditional Tales:

- Three little pigs
- Gingerbread man
- Little Red Riding Hood
- Three Billy Goats Gruff
- Little Red Hen
- Goldilocks and the Three Bears
- The Enormous Turnip
- Chicken Licken

Year 1	Grandad's Island	The Queen's Hat	The Bear and The Piano	The Way Back Home	The Slightly Annoying Elephant	Stanley's Stick	Into The Forest	Not Now Bernard	The Jolly Postman	I Am the Seed That Grew the Tree	A First Book of the Sea	Slow Down: Bring calm to a Busy World	The Everywhere Bear	No Bot the Robot	The Dot	The Girl who Never Made Mistakes
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Year 1 will also read the Julia Donaldson Collection throughout the year.

Year 2	Flat Stanley	George's Marvellous Medicine	The Hedgehog	Somebody Swallowed Stanley	The Owl who was afraid of the dark.	Traction Man	Meerkat Mail	Gorilla	The True Story of the 3 Little Pigs	Look up	10 reasons to love a turtle	Ready for Spaghetti	Poems about Festivals	Fungus the Bogeyman	The Invisible	I can't do that yet
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Year 3	The Hundred Mile an Hour Dog 	My Name is Not Refugee 	The Nothing To See Here Hotel 	Ocean Meets Sky 	Red Eyes at Night 	The Incredible Eating Boy 	Voices in the Park 	The Street Beneath my Feet 	Bones: An inside look at the Animal Kingdom 	Where Zebras Go 	I am a Jigsaw 	A world without failures 	The Firework Makers Daughter 	The Wild Robot 	After the Fall 	The boy who Grew Dragons 
Year 4	The Miraculous Journey of Edward Tulane 	The Land of Roar 	The Butterfly Lion 	Charlotte & Web 	The Iron Man 	The Race to the Frozen North 	Vajrak Paws 	Leon and the Place Between 	The Girl who Stole an Elephant 	Fearless Fairytales 	Great Adventures 	Explorers 	Fantastic Female Adventures 	Once Upon a Raindrop 	A Kid in my Class 	The boy with wings 
Year 5	The Last Bear 	Flour Babies 	Gaslight 	The Nowhere Emporium 	Malamander 	The Explorer 	The Book of Stolen Dreams 	Beetle Boy 	Artemis Fowl 	Goodnight Mr Tom 	The Lost Thing 	Invented by Animals 	What a wonderful Phrase 	You are Awesome 	Stars with Flaming Tails 	Let's Celebrate: Poems from around the World 
Year 6	Creeping Beauty 	Rose Blanche 	Crater Lake 	The Ghost of Gosswater Hall 	A Christmas Carol 	Time travelling Hamster 	A Shakespeare's Story 	Billy's Blitz 	VI Spy 	The Boy in the Back of the Class 	The Arrival 	Go Big 	Holes 	The Hobbit 	The Thief who Sang Storms 	The Final Year 