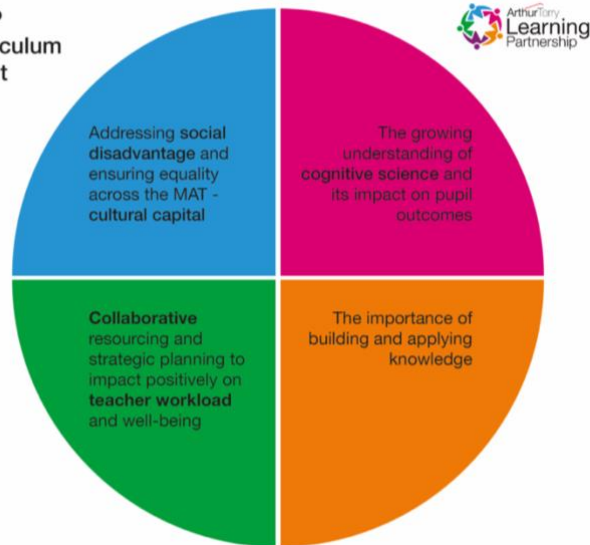


**Intent:**

ATLP  
Curriculum  
Intent



**Reading Vision**

The aim of our our reading curriculum is to develop and enhance life opportunities through creating enthusiastic fluent readers who read for enjoyment and pleasure. Through our reading curriculum we will expose pupils to different cultures and experiences of the world.

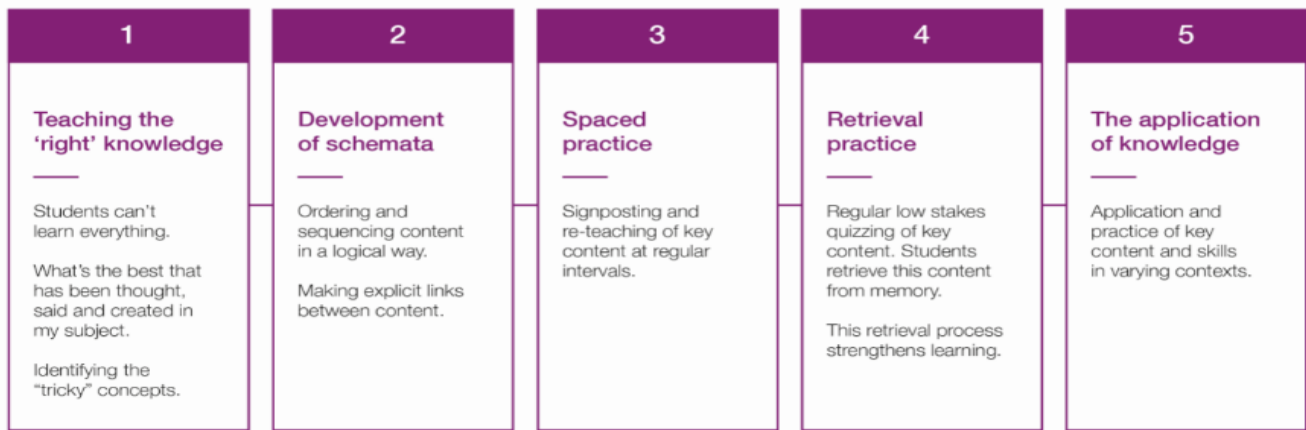
**Key features of our curriculum:**

The curriculum is based on a variety of different elements:

- ***Phonic awareness and understanding***
- ***Fluency***
- ***Vocabulary development***
- ***Development of reading skills – in the moment of reading and after reading focusing on the reading 'VIPERS'***
- ***Class novel***
- ***Reading for Pleasure – class displays of books read, World Book Day, trips to Tamworth library and school library, book swaps, Scholastic book fairs***
- ***Home reading***

These areas are continually developed through daily guided reading lessons, one to one reading, daily class novel time and reading opportunities through the wider curriculum.

## Implementation:



### Teaching Principles:

#### Phonics – Ladybirds and Year 1

This is taught daily for 30 minutes and sessions are supported by the Reading Team enabling children to be taught in small groups.

Pupils in foundation/Key Stage 1 are introduced to phonics in line with Letters and Sounds programme. Resources such as Phonics Play and Espresso are used to support teaching and planning.

Ladybirds – a new sound is introduced each day prior to the guided reading session. As the year progresses books will be introduced into the sessions to develop the children's understanding of how to handle books and to develop their understanding of reading sentences. By the time children leave foundations stage they will be secure with phase 3.

Year 1 – in September phase 3 will be revisited, before moving onto phase 4. By the end of the year all children will be secure with phase 5.

#### Guided Reading – Years 2 - 6

This is taught daily throughout the school for 30 minutes.

Year 2 – 6 – Sessions are developed around a whole class guided reading approach. Everybody reads the same text, which is generally the same text as the class novel. On rare occasions there will be some exceptions who may require a different text, for example children with SEND needs. Lessons are developed to deepen understanding of the text studied through focusing on key vocabulary, book talk, and completion of a focused task linked to the reading VIPERS. During each lesson one key word from the text will be taught explicitly using the Isabel Beck approach. The children will have opportunity to talk about the word and make links in their knowledge including spelling, etymology, synonyms and antonyms. To develop oracy skills and deepen understanding, book talk questions will be provided for children to discuss in pairs, groups or as a class. To end the lesson, a focused response question will be completed independently, in pairs or as a class.

#### Class Novel

Every class will have daily class novel time to promote Reading for Pleasure and reading stamina. Books are carefully chosen to include a range of authors – contemporary and classic. Books are also chosen to develop the children's understanding of the world. Where possible texts will be selected to compliment the class theme. In Foundation and Key Stage 1, teachers will use class novel time to develop the children's visualising skill. Teachers will actively teach children how to visualise aspects of the text, encouraging the children to close their eyes and discussing what they are visualising. In Ladybirds and Year 1 class novel time will also be used to develop reading skills, such as retrieval, inference and prediction.

## **Teaching principles cont:**

### **Home Reading**

Children are encouraged to read at home regularly – 5 times each week which is recorded in their planner. During the week, time is provided for children to select a book from the library. Children have their reading book and planner on their desk throughout the day and are encouraged to read whenever there is an opportunity. In foundation and Year 1 children are provided with phonic decodable books to take home alongside a RfP book from the library. Oxford Reading Buddy is an online system used at home and in class to support reading development.

### **Reading for Pleasure**

Throughout the year we celebrate World Book Day, hold termly book swaps, Scholastic book fairs and plan trips to the library to foster a love of books and reading. In school we promote it through 'Author of the term' displays, copies of the covers of the books read around the door. To show that everybody is a reader, staff have a sign showing what they are currently reading for pleasure which is updated regularly. We also have a books swap in reception for parents and teachers to borrow books. Each half term a reading champion is chosen from each class – this person may have shown great motivation, enthusiasm for reading, or increased contribution in class or progress. Children are encouraged to pick up a book whenever possible and read for pleasure in the dedicated reading zones around the school. To promote RfP at home each class has a 'Red Reading Rucksack' which is taken home by two children each week. Each rucksack contains a variety of reading material to appeal to all children. To encourage children to read a wide range of authors and genres, we display and promote our '70 books to read before you leave' selection which is on view in the library and the children record the books they have read in their individual passports.

### **Reading Plus**

This intervention programme is for children in Years 4, 5 and 6. Three, twenty minute sessions are built into the timetable in addition to the daily reading lessons. Every child accesses this unless they are unable to because of their additional needs.

### **Reading Volunteers**

A number of volunteers come into school to listen to readers one to one. The volunteers are allocated children who need support to develop good fluency or who do not read regularly at home.

## **Assessment:**

Formative assessment is used continually during lessons to assess children's fluency and understanding. This is then used to inform teacher's planning and wave 1 intervention: teacher support in lessons and children who would benefit reading one to one with a volunteer.

Summative assessment is used to make termly and end of year judgements on attainment and informs the next teacher of each child's starting point in terms of knowledge and skills.

Statutory assessment takes place at the end of Early Years, Year 1, Key Stage 1 and Key Stage 2

**Monitoring:**

Monitoring is undertaken by the subject lead, as well as members of the senior leadership team. The focus is directed by the WMG monitoring form, informed by any whole-school or staff specific focuses, such as the use of retrieval practice. It can be made up of one or a combination of: pupil conversations, professional discussions with staff, and learning walks (all of which would involve looking through evidence of learning in books). Leaders monitor the quality of teaching, providing feedback to ensure that teachers are providing high quality reading lessons. Feedback is then given promptly with the intent of developing practice, followed by a discussion if clarification is needed or to plan CPD that would be beneficial.

**Staff Development:**

Staff development is focused on monitoring outcomes and recent research to ensure that our reading teaching reflects current pedagogy.

Regular updates and CPD are given through one to one conversations and staff meeting to ensure that all teaching is reflective and up to date. The focus of the subject specific training will be on ensuring that subject knowledge is strong across the school, especially for early career teachers.

**Moderation:**

Moderation of teaching provision is completed in conjunction with the Arthur Terry Teaching School in Early Years, Key Stage 1 and Key Stage 2. English Lead meets with class teachers to moderate standards in their year group.

**Work-life balance:**

Teachers only plan for one group per year group – this could be a smaller group in Foundation or Year 1 or the whole class – which has reduced work load. Where possible books remain the same each year, teachers can reuse and adapt previous planning. This also helps to develop teachers' understanding of the texts read.