

Curriculum Subject Statement: Reading

The principles for River Bank Primary school's curriculum design follows Dylan William's *Principled Curriculum Design* (2013), which are:

- *Balanced*
- *Rigorous*
- *Coherent*
- *Vertically Integrated*
- *Appropriate*
- *Focused*
- *Relevant*

Details of how these have been incorporated into our overall curriculum design can be found on the *River Bank Primary Curriculum Intent Statement document*.

In specificity to Reading, some of the applications are further explained, below.

A 'Balanced' Reading Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. All learning content for reading is taken from the National Curriculum programme of study and all statutory objectives are covered throughout KS1 and KS2.
2. Guided reading and phonics are taught daily, and are protected from being replaced by other subjects.
3. Trips and visits are planned carefully to compliment reading chosen from guided reading texts (linked to topics) to support curriculum content and to offer children an experience which is both memorable and informative.

Examples of this would be:

- Year 2 visit the seaside which links to their topic of the sea (links to following texts: Beaches and Bays, Tiddler and Grandad's Island)
 - Year 3 visit London, which links to their topic of Cities and Landmarks of the World (links to following texts: Welcome to my City, A Day in London and Landmarks of the World)
 - VR experiences in Antarctica links to topic of North and South Poles for Year 6 (links to the following texts: Shackleton's Journey, Antarctica: Land of Penguins, The Arctic vs the Antarctic)
4. Reading for pleasure is also modelled through end of day reading using the diverse and cultural books such as *Handa's Surprise*, *Cinnamon* (Year 1) and *Secrets of a Sun King* (Year 4).
 5. Children have allocated days and frequent access to the library where children can choose a range of books and read for pleasure. This helps promote and develop a love of reading.
 6. Competitions and events are held throughout the year to promote a love for learning. For example Roald Dahl Book Day, The Travelling Book Fair and accelerated reader competitions.

7. Longer books have been removed from classrooms and have been replaced with carefully chosen picture books which can be shared by an adult or read at leisure.

A 'Rigorous' Reading Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

- CPD is provided to all members of staff carrying out RWI lessons by the RWI lead to ensure all members of staff are equipped to teach phonics effectively.
- Training for guided reading is provided to staff by school leaders so they know how to present / deliver lessons to children effectively.
- Teaching Assistants are also provided with training by school leaders in order to efficiently and effectively support the development of children's reading.
- Texts used in guided reading lessons are annotated with key teaching points for the teachers so the same quality of teaching is delivered throughout the year group.
- Texts in guided reading are selected purposefully using accelerated reader ZPD to challenge, interest and engage children.
- Vocabulary to discuss is carefully and purposefully selected using the S.E.E.C model to select, explore, explain and consolidate as advised by Quigley (2020). This is because explicit vocabulary teaching can provide a vital boost to children's vocabulary development. Words are carefully selected and intentionally explored which allows children the opportunity to generate meaningful links via their talk, writing and reading.
- Use of images are used alongside vocabulary terms throughout the school in order to provide visual aids and help children develop links and support understanding.
- Curriculum reviews are completed by the phonics and English subject leader on a half termly basis. Specific targets are then set to improve the quality of teaching and delivery of lessons. These targets are then monitored throughout the half term to ensure action has been taken.
- Children are expected to read with an adult once a week. Children who are identified as "weaker readers" (reading more than 6 months below age related expectations) read to an adult three times a week to develop fluency.
- The diversity of pupils in our school is reflected through a carefully-selected book curriculum, such as class readers including Journey to Jo'burg, Ashita and the Spirit Bird and Cloud Busting. This also includes our selection of picture books such as Handa's Surprise and Proudest Blue.
- KS1 and KS2 are taught reading skills in small-steps including: vocabulary, inference, predicting, explanation, retrieval, summarising/sequencing, plus decoding and fluency.

A 'Coherent' Reading Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

- i. Children are taught synthetic phonics (Read, Write, Inc) on entry into Early Years
- ii. Children are grouped in reception, Year 1 and Year 2 according to their phonological knowledge, whereby new sounds are introduced and built upon
- iii. Children have carefully selected home-reading books that consolidate on sounds learned. Within EYFS and Year 1 these books are allocated based upon their RWI phonics assessments which takes place on a half termly basis. Pupils within Year 2 are allocated books based on their PIRA assessments which takes place on a termly basis. Pupils in Key Stage Two are allocated a book based on their Star Reading assessments which takes place on a half termly basis.
- iv. Guided reading begins in Year 2 (and continues through to Year 6), once children are secure with their sounds. These sessions develop comprehension, verbal reasoning and literacy knowledge.
- v. Texts for guided reading are carefully selected and planned, using the Accelerated Reader book grading to ensure pitch and suitability.
- vi. Ensuring that guided reading incorporates a wide variety of text types that serve to deepen other curriculum areas being studied. Some examples of the texts which have been selected are A sea Mystery links to Year 2's topic of The Sea, The Tunnel links to Year 3's topic of Stone Age, Escape From Pompeii links to Year 4's Topic of Vikings and Journey to the River Sea links to Year 6's topic of The America's.
- vii. Children who do not reach the expected standard by the end of year one are supported through focused interventions and continue with the RWI programme.
- viii. Ensuring that children who have not got a good grasp of their sounds are supported beyond Year 3 to ensure that they are learned using the Fresh Start programme to develop their synthetic phonics understanding of vocabulary. These children are identified through Fresh Start assessments which take place on a half termly basis and placed in the appropriate groups.
- ix. Pupils are encouraged to complete the phonics programme as quickly as possible. As children progress and become fluent readers, they graduate onto the Accelerated Reader programme.

A 'Vertically Integrated' Reading Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. Retrieval is part of daily teaching of phonics and guided reading and is expected to be implemented at the beginning of each session.
2. A taught-vocabulary element (where appropriate) using the 'Select, Explain, Explore, Consolidate' section (Quigley, 2020) is implemented at the beginning of each guided reading lesson. Vocabulary is also recapped through out the week to consolidate learning.

3. Independent learning tasks that match the teachers' input (Examples of "my turn, your turn") used in guided reading allows for consolidation and application of that material.
4. Afternoon retrieval for phonics is implemented daily in EYFS and Year 1 to consolidate learning from previous sessions.
5. Children who have completed the Read Write Inc programme in Year 1 are progressed onto the RWI comprehension programme to bridge the gap between RWI and guided reading.

An 'Appropriate' Reading Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. Children are not set according to ability in reading in guided reading.
2. In reading, independent learning tasks are set by the teachers using the 'Slope of Difficulty' approach, with any misconceptions / misunderstanding picked up through feedback in the next section or same-week intervention.
3. Year 6 pupils who have passed the Fresh Start programme but cannot yet access Year 6 texts based on having a reading of 9 years or below are in a separate group with a specialist teacher. These children are also selected based on reading age picked up through assessment. This group is monitored and reviewed on a half termly basis.
4. Essential knowledge is tested as part of low-stakes retrieval practice at the start of each reading session.
5. Reading books are consistent with each child's developing phonic knowledge and are taken home daily. This means that children can practice their reading outside of the school day using a fully decodable text so that they experience success in reading.
6. Children are assessed on half termly basis for phonics to ensure they are being taught at an appropriate level.
7. Phonics assessments are flexible to ensure children are challenged appropriately.
8. Guided reading tasks are adapted for SEN to ensure inclusion and help them gain access to the curriculum with ease while also being challenged appropriately. This can be achieved by providing a reduced version of the original text to help with decoding, fluency and processing. Comprehension questions are refined and adapted based on the pupil's ability to understand retrieval, inferencing, vocabulary, predicting, summarising and sequencing.
9. Star reading tests take place for children beyond Year 2 on a half termly basis to monitor progress and provide an appropriately pitched reading book band using ZPD.
10. The accelerator quizzes which occur in Key Stage Two are used to test understanding of each book read by the student and have a required 80% pass rate.

A 'Focused' Reading Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. Each year, the guided reading and English content is reviewed and refined with teachers, year leaders and curriculum leaders.
2. Essential phonics knowledge makes up much of the retrieval practice that takes place at the start of each phonics session.
3. The structure of our weekly guided reading session is adapted and presented to reflect training we have received by the subject leader. Retrieval of the text and discussion of vocabulary is expected during every session, as well as practicing of fluency using a range of teaching methods (see point 5). Skills and answering questions are taught and modelled by the teacher then children are given the opportunity to independently answer comprehension questions based on the text.
4. To develop fluency, children use different methods to practice reading such as the use of echo reading and partner reading during every guided reading session.

A 'Relevant' Reading Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

- I. Protected time (and additional time if requested) for leaders to observe their curriculum areas being taught across the school; speak to children about the impact of their curriculum design; research updates about their curriculum areas; and resource lessons well.
- II. Phonics content is reviewed and refreshed when new content and updates are provided. These updates are shared with appropriate teaching staff.
- III. Classroom books are carefully chosen to link to the topic of each term across the year group. (eg Shackleton's journey in Year 6 links to the visitor.)