Aspire - Collaborate - Explore
'Together we learn – United we achieve'

Reading Curriculum

Intent
At Townville Academy, we aspire to offer the best possible early education for all our children in a happy, safe, inclusive environment.

At Townville Academy we regard the teaching of Reading to be at the centre of everything we do. Reading forms a pivotal part of our curriculum. Our aim is to ensure that, by the end of their key stage 1 education at Townville that all of our pupils are able to read with developing fluency, and with confidence, to allow them to be prepared for their upcoming key stage 2 education as well seeing themselves as a growing reader who enjoys reading for choice, pleasure, interest, and enjoyment.

Our main aims for reading are:

1. *Reading is central to our school curriculum*
2. *All adults are teachers of reading*
3. *Reading is prioritised to ensure the very best start. A robust, systematic synthetic phonics programme is in place, alongside effective early language development and the central development of stories, songs and rhymes*
4. *Pupils are exposed to and read a range of literature*
5. *Reading aloud is celebrated and regarded as one of the most valuable activities an adult can do*
6. *We prioritise a vocabulary rich culture*
7. *We have a systematic approach to supporting comprehension development*

Implementation

1. ***Reading is central to our school curriculum***

Our aim is to offer the strongest SSP (Systematic and Synthetic phonics) teaching, which is taught consistently in EYFS & KS1 through Read Write Inc. and ensures that pupils make the strongest start, so that their confidence in reading and language comprehension can be built upon year after year. Pupils should always be ready for the next stage of their progressive reading journey, through explicit teaching and timely interventions.

Reading for Pleasure
Reading for pleasure has been a developing key focus at Townville Academy and all classes have a dedicated Reading Area where children are given the opportunity to access a wide range of books in a comfortable space, with input from the pupils in each class. All year groups have a wide range of designated fiction, non-fiction and poetry books that they can choose from to read in independent reading time.

The Open University's Reading for Pleasure Pedagogies form the basis for developing in this area, which stipulates that a robust Reading for Pleasure Pedagogy encompasses four practices: reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment. It is recognised that it is not simply a case of employing these four practices. As found by the 'Teachers as Readers' research undertaken at the Open University, success is dependent upon teachers' knowledge of children's literature and of their readers. When responsively combined, these practices positively influence children's attitudes and attainment.

2. ***All Adults are teachers of reading***

We provide regular training for all staff at Townville. Our expectation is that everyone is constantly developed to provide the best reading teaching. We carry out regular side-by-side coaching for Reading Teachers, lead weekly Reading team meetings and have termly training with our Phonics provider. We also ensure Reading is part of our CPD calendar every half term. We expect every adult that is part of the team to be a Reading Teacher.

3. ***Early Reading is prioritised for the best start. A robust, systematic synthetic phonics programme is in place. Stories, rhymes, songs and poems are prioritised.***

Read Write Inc., Phonics and Decoding

When pupils first enter Reception, they robustly follow the Read, Write, Inc. systematic synthetic phonics (SSP) scheme. This is followed until pupils leave Townville in Year 2 and is taught progressively and with fidelity. Children, who are within Reception and KS1, are taught each day in small, teacher-led groups to learn sounds and reading skills according to their ability which is assessed each half term.

To ensure pupils retain their knowledge of phonemes and graphemes, they spend 45 minutes to 1 hour daily on this Systematic Synthetic Phonics programme, as well as revisiting sounds through an additional quick-fire 'Speed Sounds' session daily. Pupils who are not keeping up with their peers undertake daily Tutoring intervention support. The Reading Leader oversees the teaching of the scheme by carrying out side-by-side coaching throughout the week. Teachers attend weekly training to ensure that their skills are constantly being developed. Where needed, children will be given focused 1-2-1 (tutoring) or small group support to help develop their knowledge of the sounds or word blending. Parents are informed how to best support their children at home whilst embarking on their early reading journey and are updated weekly with sounds taught to be practiced at home.

Home readers

Home reading is encouraged as part of a wider partnership with families and carers. In the early years and for those children still on the reading scheme, children are sent home with decodable reading books matched closely to the phonics scheme. Book bag books for children on RWI should include: a copy of the story book that they have read 3 times in RWI lessons, either a colour matching 'RWI book bag book' or last/past RWI book, and a picture book for shared reading at home (for parent/carer to read with child for pleasure). We encourage parents to read with their children daily and record this in their online reading record that is available via school gateway. The children's online reading records and viewed and celebrated as a class through our '20 reads' challenge. Children receive recognition and celebration I our end of half term assemblies for achieving 25, 50, 75 and 100 reads.

Children at the lowest stages of RWI (non-blenders) will take home set one speed sound sheets from OUP (as well as a picture book for shared reading at home for parent/carer to read with child for pleasure). All children on RWI will have access to the virtual classroom online link to lessons they have had in school to read again at home with parents and carers. It is vitally important for consistency that no other reading scheme book be included in book bags to take home.

4. ***Pupils are exposed to and read a range of literature***

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Literature therefore plays a vital role throughout our English curriculum and English lessons are taught using high quality children's literature as a springboard for writing.

When a learner approaches a reading or writing task, they must draw on multiple skills simultaneously, having a knowledge of how to adapt them for purpose and effect. Thus, English lessons utilise the 'Teach through a Text' pedagogical approach, where pupils become immersed in, and take ownership of, a text and where multiple authentic writing opportunities are woven throughout the exploration of each book. Grammar, sentence level and vocabulary development is taught, developed and applied in the context of this high-quality literature throughout each unit. This enables pupils to build upon and return to skills to convert inflexible knowledge into more flexible knowledge by applying them repeatedly in different contexts, accordingly, thus enabling progress over time.

The 'Teach through a Text' pedagogical approach places the book at the heart of English lessons, and the text remains the constant context throughout each unit of work. The whole book (from beginning to end) informs the audience and purpose of each piece of writing.

5. ***We recognise that reading aloud is one of the most valuable activities an adult can do.***

Alongside this the use of high-quality texts in English lessons, every pupil is read to daily by adults in schools for at least 15-20 minutes. In EYFS and Key Stage 1, children are exposed to a range of quality stories, rhymes and poems throughout the day and with ample opportunities for revisiting familiar stories to learn by heart and a 'Favourite 5' approach is encouraged: Each class reads and rereads the same five pre-selected books over the course of a the year until the children know the words off by heart. EYFS and Year 1 follow the RWI developed Storytime programme 'Talk through stories' which emphasises the power of reading aloud and the development or a rich and broad vocabulary.

<u>Classroom Environments</u>

Book Corners Book Corners and our Central Library within Townville Academy are greatly valued. Book corners within classrooms are seen as mini libraries: places where children can browse the best books, revisit the ones that the teacher has read to them, and borrow books to retell at home. The books themselves are the most important aspect, and well-chosen books capture children's imaginations. The selecting, displaying and promoting of the books in the book corner is prioritised. The focus is on what will make the biggest difference to children's reading habits, including:

- *not displaying too many books at once; the more choice that is presented, the less children are likely to engage;*
- *refreshing the display;*
- *making the books attractive and easy for children to find;*
- *having books the children have listened to recently displayed at their eye level on outward-facing shelves;*
- *at the start of the school year, including around 20 of the children's favourites from the previous year. These can occupy lower shelves or boxes;*
- *storing books that have been previously read to the class in extra boxes for children to read and retell again, at school and at home. Children could be involved in returning books to the central library or other area, so that they can see that their book corner is being refreshed and replenished;*
- *removing books that are dull and dog-eared, unless it is particularly well loved;*
- *storing 'decodable' books matched to the school's phonic programme separately so that teachers can select from them, both for children's reading in class and to take home. Once children have completed the RWI programme successfully, children select age-appropriate, inviting texts to read, which are organised by reading age, rather than moving through schemed book-banded books that are often not very engaging or motivating.*

6. ***We prioritise a vocabulary rich culture***

Research shows that the size of a child's vocabulary is a strong predictor of reading success. We aim to provide lessons where we explicitly teach vocabulary, raise children's interest and motivation to develop their own vocabulary and celebrate exploring and using ambitious word choice. We want to support all our children to use a wide vocabulary, whilst recognising that children join our school at very different starting points. We use a number of practical strategies to help children to develop their vocabulary:

- *Class reading: vocabulary can be discussed in the context of the book being read. Children are encouraged to apply this learning in their class discussions and written work. Vocabulary is identified and explicitly taught every week*
- *We heighten vocabulary development through emphasis on key words linked to assembly foci that half term and revisit these often. It is our aim to ensure all our children are excited by new words and motivated to strive to use these new words in their conversations and work*
- *Class environment: working walls display specific vocabulary that children can refer to. They are kept up-to -date and accessible. We aim to develop a rich language environment.*
- *Subject specific vocabulary is sent home to parents on curriculum overviews so words can be discussed at home*
- *We create excitement about discovering new words (it is okay not to know what a word means).*
- *Children are encouraged to use new vocabulary accurately within full sentences in their speech as well as their written work. Ambitious or new vocabulary used by the children is celebrated by the teachers.*

Three tiers of vocabulary are identified, and teachers explicitly plan how to use and explore words from each tier.
Tier 1 words – basic words used in the child's everyday setting (e.g. go, play).
Tier 2 words – complex words (e.g. compare, neutral).
Tier 3 words – highly specialised, subject-specific words (e.g. isosceles)

Oracy
Spoken language is central to learning. In the Early Years, we provide adult-child interactions that involve "sustained shared thinking" and open-ended questioning to extend children's thinking, thus 'developing talk' is a key area identified by the Department of Education in 'The Reading Framework: Teaching the foundations of literary' (2021). Oracy education, expressly teaching young people how to use spoken language effectively, requires more than simply providing opportunities for talk in the classroom. It means teachers taking an active role in developing children's spoken language skills, just as they do for students' skills in reading and writing. We explicitly plan for our children to have rich oracy development through everything we do.

7. We have a systematic approach to supporting comprehension development

Reading Lessons
Once pupils have completed the Read Write Inc. Programme successfully, they are exposed to reading sessions as part of a group during the phonics hour daily. The Reading lesson at Townville Academy will develop effective fluency, comprehension strategies and understanding over time through teaching specific comprehension skills explicitly at an age-appropriate level. We understand that good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and knowledge of the world. Therefore, new language from listening to, reading and discussing a range of texts is taught, practiced and review consistently to develop children's word bank. Reading is assessed every 6 weeks through the RWI reading scheme to monitor accuracy in decoding in fluency.

Strategies to support children with SEND

At Townville Academy we use several evidence-based strategies to support children with SEN. Strategies include:

Scaffolding

- *Support for SEN children with learning vocabulary; this may include flash cards and additional phonics sounds sessions.*
- *Games/songs to support vocabulary and phonics learning.*
- *Support in reading sentences eg, by chunking into smaller sections for longer texts.*

All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction
- *Pupils may be supported in their thought process, encouraged to read out loud for fluency and prosody.*
- *Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning, they may be given additional time to read.*
- *Visual aids and concrete examples to support understanding of new vocabulary.*

Cognitive and Metacognitive Strategies

- *Texts may be 'chunked' into smaller steps.*
- *Vocabulary prompts may be used.*

Flexible Grouping
- *Temporary groups may be established to support reading of a particular text type or book.*
- *Pre-teaching and support with new vocabulary is vital to support the Lowest 20% with accessing new texts with particularly tricky language.*

Use of technology

- *Tasks set may include useful apps/websites to move learning forward.*
- *Speech generating apps may be used for recording.*

Impact

All children should be confident with their word reading and comprehension (both listening and reading) relevant to their attainment level. By the time they leave Townville Academy, pupils should be able to read with developing fluency appropriate to their age stage, and with confidence, in any subject in their forthcoming key stage 2 education as well seeing themselves as a reader who enjoys reading for choice, pleasure, interest, information, and enjoyment across a variety of topics and themes.