

Reading at Booth Wood

Reading: Curriculum

Reading is the bedrock of success in education and wider society. Exposure to quality literature, especially, plays a key role in such personal development. Through our reading culture and curriculum, we intend to enrich and connect pupils with literature to educate the whole child, so that pupils can develop culturally, emotionally, intellectually, socially and spiritually. At Booth Wood, we value reading as a key life skill and are dedicated to enabling our children to become lifelong readers, who read for pleasure and to learn. Our intention is to create a culture and environment where reading is accessible and celebrated, especially in classrooms, where there is a wide range of texts for pupils to engage with and enjoy including, but not limited to: contemporary and classic novels, poems, picture books, short stories, plays, comics and graphic novels. Learning to read is vital for providing secure foundations which can be built upon for future success in reading. Systematic synthetic phonics is the approach we take to teach early reading, which enables pupils to access the wider curriculum from a young age. Through our challenging and fully inclusive reading curriculum, we focus on the effective teaching of reading strategies to enable pupils to effectively comprehend texts and support them with the acquisition of the necessary linguistic skills needed to articulate, discuss and reflect upon the texts presented to them. Our carefully designed, progressive reading curriculum, offers exposure to a diverse and considered literature which ranges from texts that our pupils feel are representative them - to literature from British heritage - to literature which tackles challenging themes such as war, identity and race.

At the End of Foundation at Booth Wood

Children at the expected level of development will: say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

At the End of Key Stage 1 at Booth Wood

Children will be applying phonic skills automatically to read with fluency. They recognise and read with all the alternative graphemes and recognise and read common suffixes and exception words. They will have developed pleasure in reading and be motivated to do so, sharing favourite books and authors. They also will participate in discussions about books and poems they have read to them.

At the End of Key Stage 2 at Booth Wood

Pupils will read aloud a wider range of texts written at an age-appropriate interest level with accuracy and at a reasonable pace. They read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. They will be reading frequently, outside as well as in school, for pleasure and information. They read with good understanding, making inferences with evidence from the text and commenting upon language choices.

Pedagogical Practice

- The systematic synthetic approach to the teaching of phonics enables children in the early stages of reading, in English, to acquire the 40+ phonemes to decode words and later encode them during transcription.
- Fluency is the accuracy and speed of reading a text. In acquiring this fundamental reading skill, can free up their working memory to consider questions which require higher order thinking.
- Talk for Reading is an inclusive approach to the teaching of reading. The texts shared are aspirational and challenging. Effective scaffolds and extensions (based on the needs of individual learners) are essential in lessons to ensure that all learners are able to access the literature provided.
- Comprehension foci are mapped out across the year to ensure coverage and regular revision of each focus in a new context. Each unit has a comprehension focus which is threaded throughout the teaching sequence.
- Activating prior knowledge ensures the accessibility of a schema (how quickly it comes to mind) influences the attention we can give to new information. Readers and listeners are more likely to notice things that fit into an existing schema.
- Book Talk is an approach to developing children's understanding of texts by Aiden Chambers. It focuses on deepening the children's understanding of the text using the 'Tell Me More...' strategy and the question quadrant.
- The curriculum is rigorously taught through a coherently sequenced, curriculum design. Substantive concepts are built over the unit as the children's understanding grows, and the disciplinary skills of reading (responses to questioning) are explored.
- Vocabulary is systematically built across the curriculum. Teachers use whole class chorusing, stem sentences and repetition of key words and sentences to ensure pupils develop a clear understanding. Use of fast paced questioning ensures that all pupils are secure in the vocabulary that they need to access the learning.
- Systemic retrieval practice ensures that all pupils retain new learning (see the Typical Forgetting Curve for Newly Learnt Information). Frequent quizzing supports memory and inclusion.

- Teachers making effective use of flipcharts, whiteboards and visualisers to model concepts to children using carefully designed teaching slides. Explicit teacher modelling of strategies and procedures through worked examples, with the teacher ‘thinking out loud’, forms an essential scaffold for pupil learning.
- Pupils have opportunity for guided practice throughout the teacher directed part of the lesson. This practice is scaffolded to ensure success for independent practice.
- Key questions are used throughout lessons to support development of understanding. Teachers regularly use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

Assessment

Reading will be assessed using:

- ✓ Regular phonics assessments
- ✓ Phonic Screening Check to assess the accuracy of word reading
- ✓ Fluency Trackers to assess and track the fluency of readers
- ✓ Key word Trackers to assess and track pupils’ ability to read key words
- ✓ The independent task which is completed by pupils at the end of each unit- teachers must use this to assess progress of pupils
- ✓ Whole school and cluster reading moderation led by teachers in school.
- ✓ Reading assessment to complete summative assessments to measure pupil progress and QLAs used to identify next steps
- ✓ Year 2 TAF (teacher framework) and exemplification documents are used as a reference during the in-school moderation of this specific year group.
- ✓ Year group specific Trust TAFs (teacher frameworks) for the working towards, expected standard and greater depth standard of writing, which was created to support teachers with the accurate assessment of reading.
- ✓ Quality Assurance of reading is completed by the reading lead alongside class teachers during KPI (key performance indicator) data entries.
- ✓ EVFS and KS1 external moderation of reading
- ✓ KS1 and KS2 SATs

Cultural Capital

Our ambition is to provide our pupils with opportunities to enrich their experiences of Reading. This is achieved through: ongoing oracy projects, Trust debate competitions, Trust poetry recitals, attending performances, Shakespeare for Schools Festival participation, Author visits, World Book Day experiences.

Continuing Professional Development

We develop strong subject knowledge amongst all staff which is achieved through: high-quality planning and resources – created by expert teachers, CPD linked to the T4R and RWI process for all staff, rapid induction of new staff, including ECTs, through planning and T4R and RWI training; a relentless drive on improving the standards of teaching reading, leadership development from RWI and T4R trainers, weekly RWI master classes are held with all teachers of early reading and are informed by daily observations within phonics sessions

Achievement

Our approach to reading ensures that all pupils, including disadvantaged pupils, those with SEND, and those who face additional barriers, secure the foundational knowledge in language, communication and reading that enables them to access the full curriculum and succeed in later learning. Through a carefully sequenced curriculum rooted in Talk for Reading, pupils develop the knowledge, skills and dispositions needed to become fluent, confident and thoughtful readers.

Pupils make strong progress from their varied starting points because the curriculum prioritises the rapid acquisition of phonics, decoding, language comprehension and reading fluency. Early reading is taught systematically so that pupils quickly gain the skills needed to read independently. Those who fall behind are identified swiftly and receive targeted, high-quality support to help them keep up, not catch up.

Talk for Reading provides a consistent, research-informed methodology that strengthens pupils’ oracy, oral rehearsal and comprehension. Through dialogic talk, modelled thinking and high-quality discussion, pupils internalise language patterns, deepen their understanding of texts and develop the ability to articulate ideas with clarity. This oral foundation directly supports their later success in writing, enabling them to draw on a rich bank of vocabulary, sentence structures and narrative conventions.

As pupils move through the school, they learn to read fluently at an age-appropriate level and engage with increasingly complex texts across a broad range of genres. The curriculum ensures that pupils know more, remember more and can do more by revisiting key reading

knowledge and skills in a progressive, coherent sequence. Pupils apply their reading skills confidently across the wider curriculum, demonstrating secure comprehension, critical thinking and the ability to retrieve, infer and evaluate information.

Through high expectations and well-designed teaching, pupils produce work that reflects the breadth and depth of their learning. They develop the stamina, fluency and independence required to achieve well in national assessments and to be fully prepared for the next stage of their education. By the end of Key Stage 2, pupils have developed the reading knowledge and skills necessary to access the wider curriculum in secondary school and to thrive as lifelong readers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	
Reception	- Starting at School - A Squash and a Squeeze - The Gruffalo - Who's in a Family? - Rosie's Walk - Pumpkin Soup - On the Way Home	- Owl Babies - Goodnight Moon - How to Catch a Star - The Gruffalo's Child - Lights on Cotton Rock - Percy the Park Keeper- One Snowy Night - Look Up!	- Supertato! Supertato - Evil Pea Rules - Peace at Last - Duck in a Truck - The Huge Bag of Worries - The Lion Inside - The Turtle who Turned the Tide	- Oi Frog! - Farmer Duck - Barry the Fish with Fingers - Elmer - Mog the Forgetful Cat - The Heart and the Bottle - Six Dinner Sid	- Mr G - Shhh - Katie - Tuesd - What - Harry - of Din - When - Meer
Year 1	- Hairy McClairy from Donaldson's Dairy - Something Else - Paper Dolls - Good Little Wolf - Ruby's Worry - After the Fall - Now I am 6	- Bob Bartram Man on the Moon - The Wonder - The Way Back Home - Mr Wolf's Pancakes - Jack and the FlumFlum Tree - Izzy Gizmo - The Owl and the Pussycat	- Beegu - Hermelin the Detective Mouse - I Want My Hat Back - Tadpole's Promise - Please Mrs Butler - By the Light of the Moon - Where to Hide a Star	- Knuffle Bunny - There's Room for Everyone - Greta and the Giants - Imagine the World - Room on the Broom - Oscar and Hoo - The Koala who Could	- Avoc - On S - The P - The K - Crazy - The D - The D - Back
Year 2	<u>Growing Things</u> Class Novel: The Hodgeheg	<u>Animals</u> Class Novel: Stories for Boys who Dare to be Different	<u>Adventures</u> Class Novel: The Boy who Grew Dragons	<u>Dragons</u> Class Novel: Anthony Brown Stories	Class N was
Year 3	<u>Unity</u> Class Novel: The Iron Man	<u>Machines</u> Class Novel: The Secret Garden	<u>Bloom</u> Class Novel: Bug in a Vacuum	<u>Bugs</u> Class Novel: The Nowhere Emporium	<u>En</u> Class No
Year 4	<u>Mountains</u> Class Novel: Charlotte's Web	<u>Friendship</u> Class Novel: Varjak Paw	<u>Felines</u> Class Novel: Wild Robot	<u>Wild</u> Class Novel: Beetle Boy	Class
Year 5	<u>Into the Forest</u> Class Novel: The Boy at the Back of the Class	<u>Diversity</u> Class Novel: Romeo and Juliet	<u>Love</u> Class Novel: Kensuke's Kingdom	<u>Endurance</u> Class Novel: Beowulf	<u>Stren</u> Class
Year 6	<u>Devastated Landscapes</u> Class Novel: Ballet Shoes in	<u>Survival</u> Class Novel: Rooftoppers	<u>WW2</u> Class Novel: Cogheart	<u>Mechanics</u> Class Novel: A Monster Calls	Class