

# Reading at Wilbarston

## Reading: The Curriculum

Through reading, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables children both to acquire knowledge and to build on what they already know. At Wilbarston, we highly value reading as a key life skill, and are dedicated to enabling our children to become lifelong readers. We believe reading is the bedrock of success in education. We use a synthetic phonics programme called Read, Write Inc. Read, Write, Inc. phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. Once pupils can read fluently, we use Ashley Booth Reading Curriculum as a teaching methodology. It is powerful because it is based on the principles of how individuals learn. It is a fully inclusive method of teaching reading with the movement from imitation to investigation to independent application, which can be adapted to suit the needs of learners of any stage. Reading for pleasure is a key driver at our school and all teachers are responsible for promoting this.

### At the end of Foundation at Wilbarston

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 Wilbarston

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 Wilbarston

Pupils will read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking 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 silently, with good understanding, inferring the meanings of unfamiliar words, and discuss what they have read.

## Implementation:

- 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 – this is taught by ‘stage not age’ so they are reading with sounds and words they know.
- Fluency is the accuracy and speed of reading a text. In acquiring this fundamental reading skill, can are able to free up their working memory to consider questions which require higher order thinking. An indicator of fluency is the rapid retrieval of information. Fluency can be developed by rereading the text in the whole class, in fluency groups or on a 1:1 basis. Other strategies such as text marking, echo reading and line by line reading also support the improvement of fluency.
- In lessons, the content delivered is coherently sequenced and chunked into three core stages (the three Is) to ensure that learning is progressive. Within each unit there are a set of tightly linked reference points (grammatical skills to revisit and new skills being taught in a new context), secure in long-term memory, which will build and secure over time.
- 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.
- 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.
- Pupils work in mixed attainment classes and in mixed attainment learning partners once they are able to read independently. We work with the assumption that all pupils are capable of achieving. By doing this we are not putting a ceiling on the potential learning of any pupil and as such all of our pupils access the same curriculum at the same pace.
- Pupil work is not differentiated by task. Instead, children who require more support are provided with additional scaffolds to enable them to access the learning (such as working with concrete resources for longer or being provided with focused pre-

teaching or same day support), and children who grasp concepts quickly will be challenged to think about particular aspects more deeply, within the same curriculum content.

- Explicit teacher modelling of strategies and procedures through worked examples, with the teacher ‘thinking out loud’, forms an essential scaffold for pupil learning.
- 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.

Pupils have the opportunity for guided practises throughout the teacher directed part of the lesson. Practise is scaffolded to ensure success for independent task.

### Assessment

We use a multi-faceted approach to assessment within reading

- Regular 6 weekly RWI assessments - or more frequently to pitch texts accurately
- Retrieval practice to take place at the beginning of every reading lesson
- Assessment for learning is used within each lesson / 1:1 tuition through skilful use of questioning and live feedback

Within Year 2 and Year 6 statutory SATs papers are used to accurately identify gaps in pupils learning

### Cultural Capital

We use a multi-faceted approach to reading enrichment

- World Book Day
- Poetry Day
- Story Sessions
- Buddy Reading

### Career Professional Development

We develop strong subject knowledge amongst all staff, which is achieved through; comprehensive middle leadership development, a focus on developing all teachers’ subject knowledge and pedagogy. All staff benefit from implementing the high-quality planning resources provided by the Trust yet amended to meet the needs of all pupils. Texts are provided to ensure all staff have a good understanding of the texts prior to reading and this is given high importance.

RWInc staff attend weekly masterclass training with the RWInc lead to support continued refinement of delivery.

Below is a summary of the CPD activities bespoke to Reading:

- Coaching alongside within lessons from Reading Lead
- Lessons modelled by Reading Lead across the school
- Videos shared from RWI Portal to support skills
- Bespoke training for new staff to meet needs

### Reading Curriculum Overview:

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Peace at Last Whatever next Little rabbit foo foo	Owl babies The pig in the pond Mr Armitage My two grannies	Were going on a bear hunt The Gruffalo Shh! Superworm	Oi get off the train Mr Gumpys outing On the way home	The very hungry caterpillar Farmer duck Mr wolfs pancakes	Six dinner Sid Good night moon Superworm

Year 1/2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Amazing grace Gregory cool The lion inside The elephant and the bad baby	Where the wild things are The storm whale Cant you sleep little bear	Dogger Mog the forgetful cat Tiger that came to tea Tango makes 3	The owl who was afraid of the dark Cops and robbers Bear and the piano	The Lighthouse Keeper’s Lunch New Home for A Pirate Lost and Found	Fantastic Mr Fox Nuffle Bunny Perfectly Norman



Cycle B	Flat Stanley Traction Man Meerkat Mail Princesses break free	The Marble Crusher Pumpkin Soup Frog and Toad together Hermalin	Ice Palace Not Now Bernard The Owl that was afraid of the dark	The Diary of a Killer Cat Tuesday The Giraffe, Pelly and Me	Cliffhanger Jac Wilson  The Flower  Willi and old Ms Annie	The Boy who Grew Dragons Gorilla The Hodgeheg Yeh Shen
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Year 3/4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	The Iron Man- Ted Hughes  The Sheep Pig Coming to England	The Wild Robot Peter Brown  The Abominable  Georges marvellous medicine	The Lost Happy Endings Carol Ann Duffy  Hansel and Gretel	Mufaro's Beautiful Daughters John Steptoe  Ice Cat	The Tale of Desperaux Kate DiCamillo  Bills New Frock	Grandpa Chatterji Jamila Gavin The battle of Bubble and Squeak.
Cycle B	The Firework Maker's Daughter Phillip Pullman The Snow Walkers Son	The Lion the Witch and the Wardrobe CS Lewis	Krindlekrax Voices in the park  The unforgotten coat	Asha and the Spirit Bird Jasminder Bilan	Kensuke's Kingdom	Charlotte's Web Angels Suitcase

Year 5/6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	The Clockwork Crow	The Wolves of Willoby Chase	Malamander Thomas Taylor  Wolf Brother	Why the Whales Came Michael Morpurgo  Tom's Midnight Garden	The Nowhere Emporium  Street Child	Brightstorm Vashti Hardy  Farther
Cycle B	The Boy in the Tower  Clockwork	Holes Lewis Sachar	Wonder	Kick Mitch Johnson  The Arrival	The Invention of Hugo Cabret	Skellig