Willow Primary Academy

Reading Curriculum



*“Reading is the gateway skill that makes all other learning possible” –* ***Barack Obama.***

**INTENT**

At Willow Primary, we believe that reading is the gateway to all learning and are passionate about ensuring all children become confident and enthusiastic readers. We value reading as a key life skill, one that lays the foundations for lifelong learning. We provide our pupils with a high-quality education in English that will teach them to speak, read and write fluently so that they can communicate effectively. We encourage and inspire all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live and to gain knowledge across the curriculum.  We aim to establish an appreciation and a love of reading and to develop pupils’ comprehension skills.

We believe that phonics provides the basis for this learning and enables children to become fluent readers. Therefore, the teaching of phonics is of high priority at Willow. “Teach a child to read and keep that child reading and we will change everything. And I mean everything.” Jean Winterson. This quote epitomises the intent of the Read Write Inc. programme, which we use to teach phonics at Willow. The Read, Write Inc. programme (RWI) is a systematic, synthetic phonics programme that explicitly teaches children to read accurately and fluently. At Willow Primary Academy we want every child to learn to decode quickly and accurately so that reading becomes fluent and effortless. This enables children to develop their comprehension, so that they can then begin to read for pleasure. The RWI reading books that the children access in their daily phonics sessions at school, as well as those that they take home, are matched to the children’s phonic knowledge and so are fully decodable.

Willow is committed to ensuring every pupil will learn to read, regardless of their needs, background and abilities.  The lowest 20% of children are identified from our half termly rigorous assessments and targeted for extra one-to-one tuition in order for them to “keep up, not catch up”. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, confidently and will be lifelong readers who read for pleasure.

**IMPLEMENTATION**

**Phonics**

* The systematic teaching of synthetic phonics has a high priority throughout the Early Years Foundation Stage (EYFS) and Key Stage 1.
* Phonics is taught daily to all children in EYFS, Year 1 and those in Year 2 who have not passed the phonics screening in Year 1 or completed the RWI phonics programme.
* Some children in Years 3 ad 4 will also take part in these lessons
* Pupils in Year 2, who have finished the programme, take part in daily RWI comprehension lessons – children in KS2 will start Reading Rocks lessons
* Pupils work within ability groups, which are defined by their performance on RWI assessments.
* Pupils are assessed every half term and the groups are reorganised accordingly.
* All children are encouraged to transfer the skills they learn in their phonics sessions into their independent reading and writing.
* RWI sounds posters and tricky red words are displayed in each classroom across EYFS and KS1, and the children use these to support their reading and writing in all lessons across the curriculum.
* Each RWI lesson is consistent and is based on the 5 Ps -

**Pace** – Good pace is essential to each lesson.

**Praise** – Children learn quickly in a positive climate.

**Purpose** – Every part of the lesson has a specific purpose.

**Participation** – All pupils are involved in all parts of the lesson through choral response and partner work. A strong feature of RWI lessons is partner work and the partners ‘teaching’ each other.

**Passion** –It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

* Children are taught to:
* recognise sounds and blend them together (Fred Talk);
* decode letter/sound correspondences quickly and effortlessly;
* read ‘tricky’ (red words) on sight;
* read fluently and with expression;
* understand what they read;
* spell quickly and confidently when writing, by segmenting the sounds within words;
* acquire a fluent handwriting style.

**Whole Class Reading**

We have high-quality planning and teaching, which covers the National Curriculum. We use ‘Fred’s Teaching’ as a resource to a range of engaging, age-appropriate texts, which are language rich and suitably challenging in their content.

Each week, there is a whole school focus, which covers a particular theme. This consistent approach ensures all pupils have access to a wide range of texts, which are the mirrors to their own lives, but are also the windows into other worlds. By covering thought-provoking topics, we aim to develop our pupils’ emotional literacy and their ability to empathise with others.

Whole class reading sessions occur daily in Years 3 to 6. In Year 2, whole class reading begins when children have completed the RWI Comprehension programme. These sessions are structured using a consistent approach:

Echo Reading

During this session, pupils are introduced to the text through echo reading, where they are encouraged to copy the prosody of the class teacher.  This is to support the children’s developing fluency, ensuring that the text is read in the way the author intended.  Once the pupils have practised this, they use text marking for a particular paragraph, which reminds them of the prosody used. The 6Ps of reading (Pitch, Punctuation, Pause, Pace, Power, Passion) are displayed in the classrooms as reminders of the prosody required for fluency.

Book Talk and Follow Up

We place a high emphasis on the importance of high-quality discussion about the text.  Every week, each class spends time talking about their text in detail with their teacher.  This includes new vocabulary, links to other texts, their own opinions and the authorial intent. A range of comprehension skills are developed during this time. The class teachers also plan for the pupils to respond to the text with a task that will immerse them and consequently, further enhance their understanding.  This may include role play, games or a written task.

VIPERS Focus Sessions

As a school, we teach comprehension through the VIPERS reading skills (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarise). Visual reminders of these are displayed in every classroom.  These sessions focus on the explicit teaching of these reading skills, with questions and lots of discussion related to our current text. Pupils are encouraged to answer in full sentences, using evidence from the text to support their response. During this session, some pupils may work in smaller groups with adult support, whilst others may work more independently.

‘Reading Explorers’ takes place in Year 1 and Year 2, where pupils start to discover more about a text through lots of discussion – the lessons are therefore structured differently. We use Fred’s Teaching ‘Fluency in 5’ resources to support this book talk.

In Early Years, pupils are immersed in a new text every week through Gregg Bottrill’s Drawing Club approach. There is a high emphasis on vocabulary and discussion about the characters and the setting in particular, along with an introduction to the VIPERS skills.

**Independent Reading (DEAR)**

Throughout the school, we have a book banding system which the children select their ‘fluency’ book from.  In EYFS and Key Stage One, this book is closely matched to their phonic knowledge and is a book they have read multiple times in class already.  In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate.  We focus on building the children’s fluency, as we know that this has a huge impact on their understanding.

Regular reading is encouraged throughout the day; therefore, Years 1 to 6 take part in DEAR time (Drop Everything And Read).  It is expected that these sessions are silent, so that the children can fully focus on the book they are enjoying.  During this time, pupils can choose to read their fluency book or a book for pleasure for fluent, more able readers. The role of the adult is to listen to readers, particularly those who do not read at home or those who are in the lowest 20%/not on track.

**Story Time/Reading for Pleasure**

Every day, teachers read to their class uninterrupted.  Once again, our class readers are carefully selected so that they introduce the children to cultures, characters and settings that are unfamiliar (windows and doors). We also choose books that have characters who are similar to our pupils and the experiences they have encountered, so that they can make connections and links (mirrors). These texts are chosen to stimulate our pupils, are age-appropriate and spark enthusiasm about our world. We also choose books that are language rich and promote empathy.  This time is for pure reading enjoyment!

**Reading Support**

We acknowledge pupils who need additional reading support through on-going formative and summative assessment.  The lowest 20% of readers in each year group are heard regularly by an adult.  This includes reading to a teacher, a learning partner or a volunteer.  Our volunteers are trained to support our pupils, so that they have an impact on their reading development. Pupils who are not on track in phonics take part in our RWInc Fast-Track interventions; this also includes ‘spotlight’ children, who are making slow progress. Phonics lessons continue for pupils in Key Stage Two, who have not completed the RWI programme. Pupils in Years 5 and 6who are working significantly below their peers in reading, take part in Fresh Start interventions.

**Reading for Pleasure**

To maintain a passion of reading across the school, we take part in lots of events such as World Book Day, World Poetry Day and National Story Telling Week.  We also invite visiting authors into school, to share their top tips with us, we visit the local library and we take part in reading challenges! Every week, each teacher nominates two ‘Remarkable Readers’ from every class. These children are chosen for the amount of reading they have done at home or for the progress they have made in class. These pupils are celebrated in assembly and two winners are then chosen to have the ‘golden coin’, which enables them to choose a book from our school vending machine!

In Early Years and Key Stage One, we have a ‘Story Time Sack’ containing a story, hot chocolate and ‘Bedtime Bear’, who goes home to be snuggled by the children whilst they enjoy books with their family. Pupils are encouraged to talk about the story when they return the story sack to school and there is an opportunity for them to write about the story in Ted’s diary.

There are high-quality texts throughout the provision in Early Years and Year 1, so that pupils can access books at all times and to promote how much we value reading as a school community. Reading areas in the classrooms are well-organised, with forward-facing books which the children can access and take home to enjoy.

Once a term, classes meet together to take part in ‘Buddy Reading’, which provides older pupils a chance to read to younger pupils and to also hear them read too.

**Reading Rocks**

Every term, we have a focus author in EYFS/KS1 and another in KS2. We believe it is vital for pupils to discover new authors and to acknowledge that there are a variety of books available to suit their interests and preferences. We hold assemblies every other week, which focus on stories or extracts written by these authors. All members of staff are encouraged to deliver these assemblies, to emphasise how passionate we all are about reading!

**Parent Engagement**

At the end of every term, a Reading newsletter is shared with our parent community. This provides them with an overview of what we have done in school to promote reading throughout the term. It also provides them with tips for supporting reading at home and informs them of the texts we will be reading in story times.

We invite our parents in to reading events, such as ‘Share a Story’ and phonics workshops. There is also a ‘book swap’ at our school office, where families can swap one book for another, so that they can be enjoyed by all members of the family, including younger siblings.

In order to monitor the impact of our work in school, we also encourage our parents to complete our reading survey. This provides us with the opportunity to identify success, but more importantly to identify next steps in supporting our pupils and their families, so that we can make changes where necessary.

**IMPACT**

Children at Willow Primary will have a secure knowledge of phonics, enabling them to become confident, fluent readers at the end of KS1. The children will make at least expected progress and will be able to apply their phonic knowledge confidently when reading and writing. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1 and ongoing assessment throughout the RWI programme. Children will enjoy their phonics lessons and be familiar with a range of authors and genres. This will then lead to a love of reading and children taking pleasure in exploring the rich literary world around them, with a firm phonic basis to support them. All pupils will be fluent readers and their knowledge across the curriculum will be enhanced by their ability to read and research in all subjects. Pupils will enjoy reading and will want to read for pleasure. They will be able to talk confidently about a range of texts and discuss their favourite author, providing reasons for their choice. Pupils will have a wide vocabulary that they will be able to apply within their own writing. The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children. There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged). Parents and carers will have a good understanding of how they can support reading at home, and will contribute regularly to home-school records. Year 6 readers will be ‘secondary ready’: fluent, confident and able readers, who can use their reading skills to unlock learning in all areas of the curriculum.

**Long Term Plan – 2022 – 23**

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|  | | AUTUMN | | SPRING | | SUMMER | |
| **EYFS** | **Early Reading and Phonics** | Daily RWI lessons  Pinny time throughout the day  Fast Track Tutoring for lowest 20%/not on track or making slow progress  Afternoon phonics session to address gaps | | | | | |
| **Drawing Club Texts** | **We are Acorn!** (starting school) – Colour Monster goes to school, Starting School  **Marvellous Me!** – Once there were Giants  **Home Sweet Home** – In Every House on Every Street  **Autumn** – The Lost Acorns  **At the Park** – Shark in the Park  **People wo help us –** You Can’t Call an Elephant in an Emergency | **Night and Day/Bonfire Night** – The Owl Who was Afraid of the Dark  **Let’s Explore** – We’re going on a Bear hunt, Rosie’s Walk  **If you go down to the woods** – The Gruffalo  **Frozen Planet** (cold places) – Lost and Found  **Winter Wonderland –** Robin’s Winter Song  **Christmas** – The Christmas Eve Tree | **Spring is Here** – Little Bear’s Spring  **Life cycles** – The Very Hungry Caterpillar  **Easter –** Paddington’s Easter Egg Hunt  **Ready Steady Grow** – The Extraordinary Gardiner  **Crawl, Wriggle, Creep** – Superworm | **Superheroes** – Supertato  **Amazing animals** – Giraffes can’t dance  **Food Glorious Food** – Oliver’s Vegetables  **Dinosaurs** – Tyrannosaurus Drip  **Down on the farm** – Farmer Duck | **Big Wide World** – Here we are  **Feeling Hot, Hot, Hot -** Handa’s Surprise  **Journeys** – The Train Ride  **Roaring Rockets** – Whatever Next  **Robots –** Marvellous Machines  **Transport –** Things That Go | **Toy treasures** – Lost Toy Museum  **Pirates** – Pirates love underpants  **Oh, I do like to be beside the seaside** – Clean Up  **Under the Sea** – Rainbow Fish |
| **Traditional Tales** | Goldilocks and the Three Bears | The Three Little Pigs | The Little Red Hen | The Enormous Turnip | The Gingerbread Man | Three Billy Goats Gruff |
| **Story Time**  **Reading for Pleasure** | Class vote – end of the day story chosen by the children  Bedtime Bear Story Sack  High-quality texts in all areas of provision  Daily Rhyme Time and Poetry Basket 1 | | | | | |
| **Year 1** | **Early Reading and Phonics** | Daily RWI lessons  Fast Track Tutoring for lowest 20%/not on track or making slow progress  Afternoon phonics session to address gaps | | | | | |
| **Reading Explorers**  **(3 days a week)** | Fred’s Teaching – Fluency in 5 – See PowerPoints  Book Talk | | | | | |
| **Traditional Tales** | The Magic Porridge Pot  The Emperors New Clothes | | Elves and the Shoemaker  Chicken Licken | | Jack and the Beanstalk  The Ugly Duckling | |
| **Story Time**  **Reading for Pleasure** | Class vote – end of the day story chosen by the children  Bedtime Bear Story Sack  High-quality texts in all areas of provision | | | | | |
| **Independent Reading**  **DEAR** | Reading fluency books (RWI and book bag books)  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | | | | |
| **Year 2** | **Early Reading and Phonics** | Daily RWI or RWI Comprehension lessons  Fast Track Tutoring for lowest 20%/not on track and those making slow progress  Bedtime Bear Story Sack  Afternoon phonics session to address gaps | | | | | |
| **Reading Explorers (when RWI Comprehension complete)** | Fred’s Teaching – Fluency in 5 (see PowerPoints)  Book Talk (3 days a week) | | Reading Rocks Lessons  Fred’s Teaching (daily)  See MTPs | | Reading Rocks Lessons  Fred’s Teaching (daily)  See MTPs | |
| **Traditional Tales** | Little Red Riding Hood  Hansel and Gretel | |  | |  | |
| **Story Time**  **Reading for Pleasure** | Fantastic Mr Fox – Roald Dahl  Oliver and the Seawigs – Philip Reeve  The Hodgeheg – Dick King-Smith  An Alien in the Jam Factory – Chrissie Sains | | The Tear Thief – Carol-Ann Duffy  The Way Home for Wolf – Rachel Bright  Message from the moon – Hilda Offen  The Legend of Kevin – Phillip Reeve | | The Boy who Grew Dragons – Andy Shepherd  George’s Marvellous Medicine – Roald Dahl  Too Small Tola – Atinuke  Perfectly Peculiar Pets – Elli Woollard | |
| **Independent Reading**  **DEAR** | Reading fluency books (RWI/book bag book or KS1 phonetically decodable book)  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | | | | |

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| **Year 3** | **Story Time**  **Reading for Pleasure** | The Lion, The Witch and The Wardrobe – CS Lewis  Butterfly Lion – Michael Morpurgo | The Secret at Platform 13 – Eva Ibbotson  Planet Omar – Zanib Mian | The Girl who walked on air – Emma Carroll  Charlie and the Chocolate Factory – Roald Dahl |
| **Independent Reading**  **DEAR** | Reading fluency books (book banded)  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Daily Whole Class Reading** | Fred’s Teaching  See MTPs | | |
| **Year 4** | **Story Time**  **Reading for Pleasure** | James and the Giant Peach – Roald Dahl  Varjak’s Paw – SF Said | Secrets of a Sun King -Emma Carroll  The Legend of Podkin One Ear – Kieran Larwood | The Wild Robot – Peter Brown  The Boy at the Back of the Class – Onjali Rauf |
| **Independent Reading**  **DEAR** | Reading fluency books (book banded)  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Daily Whole Class Reading** | Fred’s Teaching  See MTPs | | |
| **Year 5** | **Story Time**  **Reading for Pleasure** | Sky Song – Abi Elphinstone  There’s a Boy in the Girl’s Bathroom – Louis Sachar | The Island at the end of everything – Kiron Millwood Hargrave  Pig Heart Boy – Malorie Blackman | The Golden Butterfly – Sharon Gosling  Wonder – R.J. Palacio |
| **Independent Reading**  **DEAR** | Reading fluency books (book banded)  Fluent, more able readers could be reading a chapter book of their choice  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Daily Whole Class Reading** | Fred’s Teaching  See MTPs | | |
| **Year 6** | **Story Time**  **Reading for Pleasure** | Sawbones – Catharine Johnson  The Nowhere Emporium – Ross Mackenzie | A Boy called Hope – Lara Williamson  Crater Lake – Jennifer Killick | Fireweed – Jill Paten Walsh  No Ballet Shoes in Syria – Catherine Bruton |
| **Independent Reading**  **DEAR** | Reading fluency books (book banded)  Fluent, more able readers could be reading a chapter book of their choice  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Daily Whole Class Reading** | Fred’s Teaching  See MTPs | | |