



Reading Curriculum Overview

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

"If you're going to get anywhere in life, you have to read a lot of books." Roald Dahl

Our curriculum intent

Our Reading curriculum will enable pupils to:

- ☐ read easily, fluently and with good understanding
- ☐ develop the habit of reading widely and often, for both pleasure and information
- ☐ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ☐ appreciate our rich and varied literary heritage
- ☐ read clearly, accurately and coherently, understanding language and style in and for a range of contexts, purposes and audiences
- ☐ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ☐ Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our curriculum approach - Knowing and remembering more

We believe that the Reading curriculum we offer at Bradley Green is exceptional. It enhances the children's knowledge, understanding and love of literature. We have clear and consistent approach to the teaching of reading, which enables the children to know and remember more. Our curriculum indirectly challenges misconceptions about vocabulary and the world around them due to the rich, varied and high-quality texts they are exposed to.

We promote a love of reading with our children through the library, special events, our reading shed, teacher enthusiasm and authors of the half-term.

Our ethos is ensuring that every child is a reader and we are a reading community; we utilise our teaching staff, midday staff and volunteers to provide children with many opportunities to be listened to.

Reading in the curriculum



At Bradley Green reading is taught through discrete guided reading sessions. These sessions are carefully designed to support children's understanding of comprehension by focusing on securing the necessary skills as well as ensuring vocabulary development is at the heart of the approach.

Reading is also embedded in English lessons, where key approaches and strategies are used from the CLPE's Power of Reading. We are proud to be a CLPE associate school, which further demonstrates our commitment to children's knowledge and love of literature. Through the use of diverse high-quality texts, children's understanding of reading is deepened through reading aloud, text interrogation and opportunities to make accurate predictions and infer key information and details from the text.

Guided Reading lessons

Guided reading lessons happen a minimum of 4 times a week. Our main focus of these sessions is to allow opportunities to develop fluency and a shared exploration of a text. We strongly believe at Bradley Green that there is a need to have a healthy balance of independent, shared, guided and teacher modelled reading to support fluency. We leave this to teacher's discretion to decide which type of reading is best appropriate for the individual session.

Below is the process we follow in guided reading lessons for each text. The length of this process generally last for around 3-4 days but will vary depending on the text type and year group.

Introduction to text

Elements to cover throughout this part of the exploration journey are listed below; however, the order of this may vary dependent upon the text type.

- Read the text
- Identify and understand the text type, audience, genre, purpose and structural features
- make accurate predictions and inferences using evidence from the text.

Understanding the text

- Re-read the text
- Identify and understand vocabulary throughout the text and discuss the authorial intent
- Verbal questioning where the teacher models how to understand the question focus and how to answer successfully
- The teacher will identify question focuses based on assessment.

Responding to the text

- Re-read the text
- Children independently respond to written questions
- The teacher will present these using the key question stems document to expose children to a variety of question types and structures
- Mark the responses as a whole class to model and provide feedback

<u>Introduction to text</u>	<u>Understanding the text:</u>	<u>Responding to the text</u>
<ul style="list-style-type: none">➤ Reading the text to support fluency (independently, pairs, small groups, teacher modelling, whole class)➤ Understanding and identifying key features of the text (audience, purpose, genre, structural features)➤ Making predictions and inferences using the text for evidence <p>Teacher discretion on the order this takes place. Will be dependent upon text type, year group and may change each text.</p>	<ul style="list-style-type: none">➤ Re-read the text (independent/pairs/whole class)➤ Identify and understand vocabulary and discuss authorial intent (definitions of words, using context, prefixes/suffixes/word knowledge to understand and discussing the impact/why it has been used)➤ Verbal questioning (using question stems, question focuses, opportunity for teacher to model and support children) <p>Teacher to use their assessment of what children need to support within this/these session/s.</p>	<ul style="list-style-type: none">➤ Re-read the text (independent/pairs)➤ Children to independently respond (in the written form) to variety of questions➤ Mark as a whole class to model, support and provide feedback to children <p>Teacher to use question stem document to plan resources to provide children with variety of question types.</p>

The approach to Guided reading at Bradley Green

Our curriculum is designed so that children have constant opportunities to explore a wide variety of literary genres and revisit the key concepts of reading.

Key concepts:

- Audience
- Purpose
- Genre
- Structural features
- Vocabulary
- Inference
- Prediction
- Explaining
- Retrieval
- Summarising and sequencing

We have identified key fiction, non-fiction and poetry so that by the time children leave Bradley Green, they have been exposed to a multitude of literature.

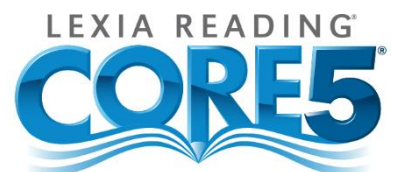
Lexia

We strive to ensure that our children leave Bradley Green as independent and interested readers. Thus, to supplement our teaching of reading we use Lexia in Years 3, 4 and 5. Lexia is a research proven program that supports children in the various aspects of reading skills, instruction and allows children to secure their fluency and understanding. It addresses reading, spelling, oracy skills as well as writing skills.

Lexia allows children to work independently to develop critical reading and language skills through their own individualised learning paths. Each child's reading journey is unique to them and allows them to secure their fluency and understanding of vocabulary and reading.

It also provides children with a sense of success, with certificates being given for each level that has been completed but also provides teaching staff and parents at home if wanted, key skills that children are struggling with and gaps that may need to be addressed.

During Lexia sessions, staff members will listen to children read to support fluency or deliver interventions identified by the programme.



Author of the half-term

We have carefully mapped out key authors for the whole school to ensure our children at Bradley Green are exposed to a diverse range of authors.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Lois Ehlert	Nick Butterworth	Michael Brownlow	Hans Christian Anderson	Nick Sharratt	Oge Mora
Year 1	Julia Donaldson	Sue Hendra	Allan Ahlberg	Nadia Shireen	Eloise Greenfield	Judith Kerr
Year 2	Alex T Smith	Anthony Browne	Bethan Woolvin	Roald Dahl	Atinuke	Michael Rosen
Year 3	Joseph Coelho	Kevin Tsang	Enid Blyton	Andy Shepherd	Jill Murphy	S.F Said
Year 4	Ted Hughes	Phillip Pullman	Ben Miller	Julia Jarman	Zanib Mian	Joshua Seigal
Year 5	Tony Bradman	C.S Lewis	Jason Reynolds	Paul Cookson	Katherine Rundell	Tom Palmer
Year 6	Siobhan Dowd	Onjali Rauf	Frances Hodgson Burnett	Benjamin Zephaniah	Anthony Horowitz	Malorie Blackman

Key	Female author	Male author	BAME author	Poet	Classic author	Contemporary author
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Reading for pleasure

At Bradley Green, we are passionate about reading and inspire our children to read for pleasure. Our children understand what it means to read for pleasure and the importance that it has. Alongside the high-quality texts used in English lessons, the variety of text types in guided reading sessions and book banded books, children also have access to an assort of interesting books. Each class has its own library for children to access but in addition to this, children have access to the school library. Our school library is a beautiful, calming environment in which children can explore, engage in book talk with their peers and librarians and read for their own pleasure.

Each class also has a reading for pleasure text, where the staff will read to the children throughout the week. Not only does this allow children with the opportunity to be read to, it also allows teachers to model reading, reading for pleasure and share their love for this with the pupils of Bradley Green.



Home reading

We track all reading – home and school – on a digital reading record on Boom Reader. This is monitored in school and children are expected to read a minimum of 3 times a week.

We support parents to support children in their reading by running workshops, providing parent guidance and having open communication.



How to help your child at home

At Bradley Green, we understand that reading is invaluable to a child's development and how much home reading can have a positive impact alongside their learning at school. Here are some ways that you can support your child to become fluent, confident and successful readers.

➤ **Reading**

Establish a reading routine, where children read to you in short, relaxed sessions, which are filled with elements of praise and support. If your child is struggling on particular words, encourage them to use their phonics and understanding of the shapes of the letters.

➤ **Listening to reading**

It is just as important reading to your child as it is listening to them. When children listen to reading, it develops their language development, which develops their vocabulary, understanding of words and encourages a love of reading with the more text types they listen to.

➤ **Talk**

Have discussions about the book, look at the front cover, the illustrations and support your child in their understanding of the book, make predictions and questioning them to develop their understanding. After the book, have discussions on what the book is about, whether they enjoyed it, what was the best bit and anything they would like to discuss further.

➤ **Exploring**

Allowing your child to read a variety of text types will allow them to explore their curiosity and will allow them to become more developed readers from being exposed to a multitude of vocabulary. From narratives to non-fiction, from comics and magazines to poetry, allow your child to follow their interests.

Below are listed websites, which provide free online books alongside ideas for texts to support children to explore their interests and become a lover of reading and literature.

Oxford Owl – www.oxfordowl.co.uk

Book Trust – www.booktrust.org.uk

Books for Topics – www.booksfortopics.com

