



# 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. We take pride in our pupil leadership opportunities, such as librarians and reading champions, allowing children to not only take ownership of their love of books and reading but to also celebrate and share that love with our Bradley Green Community.

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 5 sessions over a 2 week period with the additional supplement of our interactive Reading Plus sessions.

Our main focus of these sessions is to allow opportunities to develop fluency, a shared exploration of a text as well as for children to respond to the text to develop key reading skills both independently and with the support and modelling of the teacher. 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 5 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.

- Reading the new text type, independently, within a partnership or as a whole class
- Identify and understand the text type, audience, genre, purpose and structural features
- Make accurate predictions and inferences using evidence from the text.
- Take part in discussions and verbal questioning to enhance understanding and key elements of the text

### **Understanding and responding to the text**

- Re-read the text, this may independently or as a partnership/whole class
- 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 the question focus for the session based on assessment
- Begin to respond to written questions with a key focus linking to the appropriate reading domains highlighted by the teacher
- Mark as a whole class to model, support and provide feedback to children.

### **Responding to the text**

- Re-read the text
- Children independently respond to a variety written questions linking to appropriate reading domains highlighted by the teacher
- Mark the responses as a whole class to model and provide feedback.

### **Application of skills**

- Children are introduced to a 'cold text' to read and respond independently
- Teacher will identify question focuses based on teacher assessment

### **Consolidation**

- Mark responses from the unseen text as a whole class to model, support and provide feedback to children.
- Teacher to model how to understand the question focus and how to answer successfully where needed and appropriate

# The approach to Guided reading at Bradley Green



Bradley Green Primary Academy - Approach to Guided Reading

Years 2-6

Introduction to text	Understanding & responding to the text:	Independent responding to the text	Application of skills	Consolidation
<ul style="list-style-type: none"> <li>➤ Introduction to a new text type. Reading to support fluency</li> <li>➤ Understanding and identifying key features of the text</li> <li>➤ Making predictions and inferences using the text for evidence</li> <li>➤ Verbal discussion and questioning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Re-read the text</li> <li>➤ Identify and understand vocabulary and discuss authorial intent</li> <li>➤ Verbal questioning/ teacher modelling</li> <li>➤ Children to respond to the text with questions highlighted from teacher assessment</li> </ul> <p>These two sections may be interchangeable. Teachers may offer a variety of questions first and choose question focus from this for the next session. Teachers may decide to choose a reading focus for this session based on data assessment.</p>	<ul style="list-style-type: none"> <li>➤ Re-read the text</li> <li>➤ Children to independently respond</li> <li>➤ Mark as a whole class to model, support and provide feedback to children</li> </ul> <p>Teacher may decide to offer a variety of different questions to deepen understanding of the text or they may decide to offer more from the previous session's reading focus to consolidate.</p>	<ul style="list-style-type: none"> <li>➤ Children introduced to an unseen, similar text type to read independently</li> <li>➤ Children to independently respond</li> </ul> <p>If looking at fiction, offer another fictional text (the same with non-fiction) with similar question types from previous sessions to assess independent understanding.</p>	<ul style="list-style-type: none"> <li>➤ Marking as a whole class to model, support and provide feedback to the children</li> <li>➤ Opportunity for key teaching linking to the appropriate reading domains</li> </ul> <p>Teachers may decide to do this in one session, time dependent. The aim of this session is to support children and offer detailed feedback addressing errors, misconceptions and modelling.</p>

## Key concepts:

- Text type, audience, purpose, genre
- Structural features
- Vocabulary
- Inference
- Prediction
- Explaining
- Retrieval
- Summarising and sequencing

## Types of questioning

As part of our reading approach, we ensure that our texts and questions selected are used as tools used by teachers to specifically target and support children in mastering reading skills. To ensure there is a consistency and progression across the school, we use the same set of questioning so children are able to identify the reading skill and gain confidence in answering. These are:

- Fill in the Gap
- Five W's and how
- Multiple choice
- True or False
- Summarise
- Sequencing
- Find and Copy
- Circle a word

## **The approach to Guided Reading at Bradley Green**

We have identified key fiction, non-fiction and poetry through our progression of literature so that by the time children leave Bradley Green, they have been exposed to and have opportunities to deepen their understanding of a multitude of literature. We have carefully selected texts to support the progression and development of skills for our children. We ensure that the texts the children access grow in complexity and length as they progress through the year groups with a multitude of opportunities to master core comprehension skills. The texts that we select also support the statutory assessments and the length of texts grow in increments each year, increasing the demands on pupils to accurately retrieve information from larger and more complex texts.

Ages 5-6: 100-150 words

Ages 6-7: 200-250 words

Ages 7-8: 300-450 words

Ages 8-9: 500-600 words

Ages 9-10: 650-700 words

Ages 10-11: 700-800 words

We also ensure that when our chosen poetry texts have a reduced word count, they are complemented by more challenging vocabulary and sentence structures.

## **Reading Plus**



At Bradley Green, we believe that it is paramount for our children to be successful readers, who are confident, fluent and equipped with the necessary skills. As part of our strive to achieve this, we use, alongside our teacher led guided reading sessions, Reading Plus.

Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. Reading Plus helps students develop the skills they need to be proficient readers and lifelong learners. Through regular Reading Plus practice, reading will become easier, comprehension will increase, and pupils will make meaningful connections between reading and learning.

Reading plus is a great motivator, with prizes being handed out in our weekly star award assemblies to pupils who level up and read the next milestone of words. Reading Plus is an integral part of our reading offer at Bradley Green and pupils access it at least 3 times a week for 30 minute slots in addition to whole class guided reading sessions.

## 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 before leaving Year 6.



## Author of the half-term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nick Sharratt	Michael Rosen	Eileen Brown	Caryl Hart	Eric Carle	Kes Grey
Reception	Emily Gravett	Eric Carle	Jill Murphy	Michael Rosen	Tom Fletcher	Chris Haughton
Year 1	Julia Donaldson	Sue Hendra	Allan Ahlberg	Nadia Shireen	Various authors	Anthony Browne
Year 2	Alex T Smith	Oliver Jeffers	Bethan Woolvin	Roald Dahl	Rashmi Sirdeshpande	Joseph Coelho
Year 3	Pamela Butchart	Kevin Tsang	Dick King-Smith	Jo Clarke	Daniel Thompson	Andy Shepherd
Year 4	Ted Hughes	Phillip Pullman	Ben Miller	Julia Jarman	Zanib Mian	Joshua Seigal
Year 5	Tom Palmer	C.S Lewis	Vashti Hardy	Gaby Morgan	Katherine Rundell	Tony Bradman
Year 6	Siobhan Dowd	Onjali Rauf	David Almond	Benjamin Zephaniah	Anthony Horowitz	Malorie Blackman
Key	Female author	Male author	BAME author	Poet	Classic author	Contemporary author



## 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. We are also fortunate enough to have our very own reading bus on the playground, where our children will now also have access to an exciting library and workspace.

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.



### **Pupil Leadership**

As part of our Pupil Leadership offer at Bradley Green, we believe that it is integral that our pupils have experiences of being a member of a community to support them in becoming active citizens in the real world and life primary school.

Becoming a librarian is a prestigious role. Children from Years 5 and 6 will apply and be carefully selected by our English leader. The position of school librarian allows our older children to set an example for the younger children of the school as well as play an important part in how part of the school runs. From day to day organisation of our library to supporting children in their literary choices and ultimately promoting a love of reading across the school. Our librarians consistently demonstrate our core values around school, especially when working in the library to support our younger children and their peers.

Librarians take an active role in showcasing authors across the year by selecting key engaging and high quality authors appropriate for EYFS -Year 6. These are displayed and made accessible for children when using the school library. Our librarians also play a key role with working with our wider community, organising events such as World Book Day and taking part in fundraising activities to replenish our books.

### **Home reading**

We track all reading – home and school – using both reading records and an online Padlet forum for our Upper Key Stage 2 'free readers'.

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](http://www.oxfordowl.co.uk)

Book Trust – [www.booktrust.org.uk](http://www.booktrust.org.uk)

Books for Topics – [www.booksfortopics.com](http://www.booksfortopics.com)