



Reading Subject Overview

In order to achieve our whole school intent, we have identified 3 Golden Threads that weave through our curriculum and underpin everything we do. This means that in delivering our curriculum we are embedding our school **Christian Values**, developing **knowledge and skills** progressively over time with an ambitious and aspiring curriculum whilst immersing our children in **language rich** teaching.



Intent

Throughout Early Years, Key Stage 1 and Key Stage 2, we enable children of all ages to develop their reading skills while promoting a love of reading through exposure to a range of inspiring and diverse texts rich in language. The teaching of reading and writing are closely linked. The core text selected for each English unit is taught alongside a range of supplementary texts selected to broaden the children's experience of genres. We use a three phase approach to plan our whole class guided reading sessions. The first phase gives children experiences, knowledge and context to support them in accessing a new text, the second gives them the opportunity to develop a deeper understanding of the story to support with their writing and the third develops their comprehension skills. We intend that this balance gives children of all ages to progress and be challenged in Reading while giving them opportunities to enjoy a variety of books and stories, including those of their choosing. Our aim is all children leave Forest and Sandridge as fluent readers with an understanding of how they as individuals can find pleasure in reading.

Implementation

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class. We give opportunities for children to feedback and share stories they enjoy with others developing their confidence and ownership of their reading. The books and resources we provide in school are diverse and language rich, giving children the opportunity to develop their self-awareness and reflect on a variety of subject matter.

In early KS1, there is a greater emphasis on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways.

During the year, families are welcomed to school for a learning morning, where they get to share in their children's experience of Reading in school

Planning

In our school, our reading curriculum links closely with our writing curriculum; we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English and reading lessons.

Each year group has their own skills progression document with writing and reading skills integrated. This is the starting point for planning and allows teachers to refer to and build on prior learning.

At Forest and Sandridge we have a three phase approach to reading using VIPERS skills within our Guided Reading lessons. (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence/Summarise).

Skill	Definition
Vocabulary	The meanings of words and why they are used
Infer	To use clues and evidence to reach a conclusion
Predict	Use inference, evidence from the book, other books and previous life experience to decide what might happen next.
Explain	Make something clear by giving more detail or give a reason to justify a point
Retrieve	Find and gather information written in a text
Summarise	Give a brief overview of the main points

Pre-phase

To plan pre-phase, teachers consider what the main barriers are for children accessing the text and provide immersive, engaging experiences to support them prior to starting the book. Pre-phase can be planned around one to two of the following areas: story type, character type, setting, historical time period/event, theme and vocabulary. The area chosen for pre-phase should be carefully considered to ensure it is relevant to the writing outcomes planned as well as what is significant to understanding the text. Objectives should be included in planning but will be less skills based than other phases. Evidence for this phase can be collected as group work and photos and can be displayed in book corners or elsewhere for reference in coming weeks.

Phase 1

During this phase, children are given an opportunity to explore different exerts of texts alongside the key text to explore one of the following strands: Character, setting, dialogue, theme, structure, figurative language. The writing outcomes are considered when deciding which is the most relevant for the learning outcomes. Objectives can be written using the integra document and/or based on Vipers skills. Evidence of Phase 1 work is evidenced in books – the frequency of which depends on the year group.

Phase 2

During Phase 2, Vipers skills will be explicitly taught and modelled and children given an opportunity to apply independently. The structure of how this is completed over the week is flexible across year groups but the 'I do', 'We do', 'You do' strategy will be evident and comprehension skills clearly developed. During Phase 2, the most evidence is expected to be seen in books - the frequency of depends on the year group.

"For I know the plans I have for you," says the Lord... "Plans to give you hope and a future" Jeremiah 29:11

Nurture, Grow, Flourish.

Impact- How do our Golden Threads work within this subject?

Christian values:

- Regardless of background, ability or additional needs, by the time children leave Forest and Sandridge, they will *be enthusiastic and motivated readers who are confident in reading a wide variety of genres and text types*
- By experiencing a diverse range of texts, pupils at Forest and Sandridge will have respect and understanding of others views and opinions of literature.
- *We aim for all pupils to be inspired by literature and will flourish as readers that read for pleasure.*

Knowledge and Skills

- *Pupils will have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read*
- Children will have the skills to retrieve information, seek deeper understanding of vocabulary and explain their understanding and opinions of texts concisely.
- Throughout the three phases of reading, children will gain knowledge and experience which will give them the context they need to understand texts and develop their inference skills.

Language Rich:

- Children will learn and explore a range of high-level vocabulary in both fiction and non-fiction texts.
- They will be confident in using dictionaries and thesauruses to broaden their vocabulary.

Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?

Teachers try to identify potential barriers at the planning stage. In their planning, they consider ways of minimising or reducing those barriers.

Lesson design:

- Recapping learning from the previous lesson. Children may revisit their work from the last lesson to remember/improve/tweak/adjust.
- Consolidation is built in through curriculum design. Opportunities are provided for pupils to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts.
- The curriculum is designed in a way that allows pupils to make links to the real world.
- Scaffolded tasks to support those need additional support.
- Whole class discussions (e.g. the teacher may do a mini plenary where common misconceptions are identified and discussed or where they share examples of pupil work on the board).

Environment

- Key vocabulary displayed on the board so children can use correct terminology in their discussions.
- Flexible seating options in case children need to move during the lesson.

Resources

- Adult support (e.g. additional modelling or explanation)
- Peer support
- Checklist of steps to complete (e.g. on the flip chart or slides printed)

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