

In a Nutshell

Reading in the new National Curriculum

Edited by Suzanne Ship, Head Teacher, Engayne Primary School

Through learning to read fluently and confidently, pupils *'have a chance to develop culturally, emotionally, spiritually and socially.'*

The draft of the new English Programme of Study puts a clear emphasis on reading, stating that *'Pupils should be taught to ... understand extended prose, both fiction and non-fiction, and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.'*

If you haven't had a chance yet to digest the detail of the new reading curriculum, I have worked with Rising Stars to pull out some of the key features and suggest some useful strategies to help you prepare for the changes.

Core features of the new curriculum

1. Word reading

Phonics remains at the heart of early reading: *'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners when they start school.'*

2. Comprehension (both listening and reading)

There is a greater emphasis on comprehension, with more continuity between the year groups and an emphasis on working on increasingly challenging texts: *'Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.'*

3. Reading for pleasure

Encouraging a love of reading is at the core of the new English Programme of Study, with a greater emphasis on reading non-fiction (now required at Year 1) as well as fiction: *'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.'*

Q. *Is drama included in the English curriculum?*

A. Role play and drama are referred to across the curriculum as part of spoken language. There will also be a statutory requirement to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

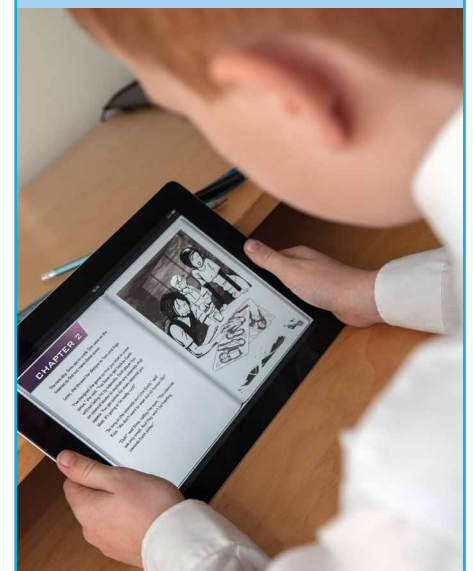
4. Struggling readers

The new curriculum emphasises the need for children who may be struggling to learn to decode to be taught using:

'A rigorous and systematic phonics programme so that they catch up rapidly with their peers. However, they should follow the programme of study for their year group in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.'

International research highlights the benefits of digital reading

Research from the OECD Programme for International Student Assessment (PISA) has shown that boys have a strong interest in, and aptitude for, digital reading. The gender gap is much narrower when reading texts on screen and this can be exploited to engage reluctant readers and motivate 'switched-off' boys.



Reading in the new curriculum – a Year-by-Year overview of the statutory requirements

<p>Year 1 pupils will:</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Learn to sound and blend unfamiliar words, quickly and accurately • Cover new grapheme–phoneme correspondences (GPCs) • Practise accurately reading aloud books consistent with their developing phonic knowledge • Hear, share and discuss a wide range of high-quality poems, stories and non-fiction
<p>Year 2 pupils will:</p>	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words • Establish accurate and speedy word-reading skills, embedding automatic decoding • Be secure with common exception words, noting unusual correspondences between spelling and sound • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond those that they can read independently
<p>Lower Key Stage 2 pupils will:</p>	<ul style="list-style-type: none"> • Apply their growing knowledge to read aloud and to understand the meaning of new words • Develop positive attitudes to reading through listening to, and discussing, a wide range of books, including non-fiction and reference books • Use dictionaries to check the meaning of words that they have read • Prepare poems and play scripts to read aloud and to perform, showing understanding
<p>Upper Key Stage 2 pupils will:</p>	<ul style="list-style-type: none"> • Be able to read aloud a range of poetry and books, at an age-appropriate interest level • Read most words effortlessly and show an understanding of new vocabulary, both its meaning and correct pronunciation • Continue to discuss and evaluate a range of fiction and non-fiction texts, recognising themes and looking at how each author uses language • Recommend books that they've read to their peers, giving reasons for their choices • Learn a wider range of poetry by heart, showing understanding through intonation and tone

‘By the end of Year 6, pupils’ reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.’

What will Ofsted be looking for?



Taken from Ofsted's latest *Reading and Literacy FAQs*

What sort of evidence will inspectors be looking for when considering the leadership and management of reading?

In all schools, inspectors will follow the outline guidance in the evaluation schedule. They will be trying to judge how well leaders and managers foster a culture of high expectations in terms of reading so that every single child is a good reader by the time she or he leaves the school. Inspectors would also want to be assured that leaders and managers have clear, simple, consistent procedures and recording systems to track pupils' progress in reading. For example, in a primary school, do leaders and managers know who the weakest readers in each year group are and what is being done to support them? Do they also make it clear where responsibility lies for these pupils' progress?

How will inspectors be using the new, separate tables for reading and writing in RAISEonline?

The new reports in RAISEonline now show national transition data from Key Stage 1 to Key Stage 2 for reading and writing separately, as well as English, and mathematics, in 2011. (Previous years' reports remain unchanged.) This means that inspectors will have a much better picture of pupils' progress in reading from Key Stage 1 to Key Stage 2. They will also



be able to see very clearly whether there are particularly marked differences in attainment between reading and writing at Key Stage 2.

What sorts of evidence will inspectors be looking for in judging how well teaching develops pupils' reading at Key Stage 2?

Inspectors would want to ascertain the range and volume of books (and other material) that pupils are reading within and beyond English lessons, how often pupils read, and the school's systems for monitoring pupils' progress – not just whether they can now read but whether they are continuing to develop as readers. For instance, inspectors would want to see how well pupils can use their reading in other subjects, not just in English.

How would inspectors evaluate the quality of teaching and learning in guided reading sessions?

Guided reading gives the teacher a chance to work closely with small groups of pupils who should be at a similar stage in their reading. Inspectors would evaluate the objectives for that session, the quality of the teacher's questions, her or his responses to pupils' reading, and the way in which she or he supports individuals. Ensure that the text used is challenging, but accessible to all the readers in the group.

However, it is important that all the pupils in the class have worthwhile tasks, even if they are not working directly with the teacher. The inspector's judgement would not be just about the guided reading itself. Some schools devote additional time to 'group' or 'guided' reading, which can add up to two or more hours a week. If this time is not well planned and/or the activities are not well matched to all pupils' reading needs, inspectors are likely to take this into account when judging the quality and impact of the reading curriculum overall.

To find out more visit www.ofsted.gov.uk/resources/reading-and-literacy-faqs



Q. *How will reading be assessed within the new curriculum?*

A. It seems likely that National Curriculum levels will no longer be used in assessment and schools will be given the freedom to use their own ways of monitoring progress throughout Key Stages 1 and 2. Ofsted will continue to require schools to demonstrate progress and the principles of good assessment will remain the same:

- Embed a whole-school approach to assessment to ensure consistency across each year group
- Use periodic tests to evidence pupil learning and support teacher judgement
- Provide children with regular feedback that moves learning forward
- Encourage children to be owners of their learning through self-assessment

Three top tips on preparing for the new National Curriculum

1. Do not 'throw the baby out with the bath water'

Have a thorough audit of the best practice in your school and match it to the new requirements, before looking at gaps. Remember, it is about impact on learning rather than 'covering' areas.

2. Collaboration

Make good use of collaborative groups of schools such as clusters, teaching schools, trust schools. Use collective twilight meetings, led by subject co-ordinators and their teams, to examine and construct curriculum maps. Shared expertise will result in far more creative and high-quality schemes of work than those done in isolation.

3. Research

Choose resources carefully. Make sure that they are flexible enough to meet any changes or adaptations. Research impact on learning as a school, to ensure that the money you are spending is linked closely to pupil progress. For example look at the research on the effects of eBooks on reluctant readers. As Engayne did, trial this with a small group (we trialled this with a group of boys who were reluctant readers), before extending further.


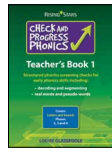

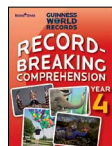




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Reading in the new curriculum – resources review

Core area	Resource	Description
Word Reading	 2Simple Phonics	Simple and effective whiteboard software, for your daily phonics sessions.
	 Check and Progress Phonics	Structured phonics screening checks and follow-up activities to develop early phonic skills.
	 Phonics Essentials	Knowledge-booster for teachers (particularly NQTs) – offering practical strategies, tips and techniques.
Comprehension	 Guinness World Records: Record-Breaking Comprehension	Fascinating world records are the basis of engaging comprehension texts with differentiated questions.
	 Cracking Comprehension	Interactive whiteboard activities, practice texts and assessment tasks to develop reading comprehension skills.
Reading for pleasure	 Reading with Rising Stars' range of fiction, non-fiction and plays	Reading books to engage your pupils and engender a love of reading. With age-appropriate storylines and a controlled language level that supports struggling readers.
	 Rising Stars eBooks	For use on any device from iPads and eReaders to PCs and whiteboards. Comes with a permanent home and school licence with no restrictions on use throughout the school.
Struggling readers	 Dockside	Systematic and structured phonics-based reading scheme, specifically designed for older readers. Winner of SEN Resource of the Year 2012

Rising Stars produces a range of resources to support reading at Key Stages 1 and 2 – if you would like to arrange for a no-obligation visit from a Rising Stars rep, then please email us at rep@risingstars-uk.com or find out more about our range and download some FREE reading support material at www.risingstars-uk.com/reading.