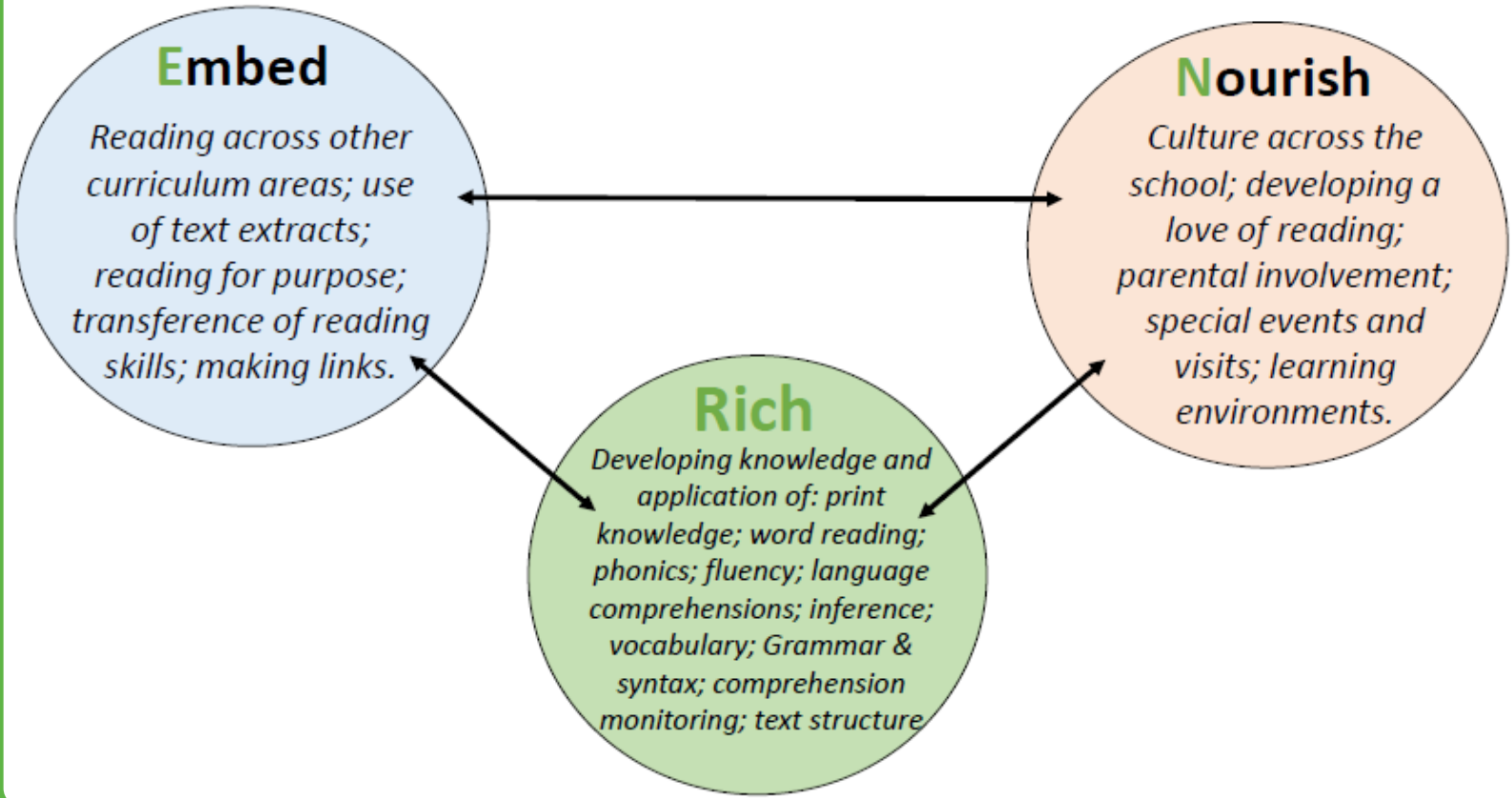
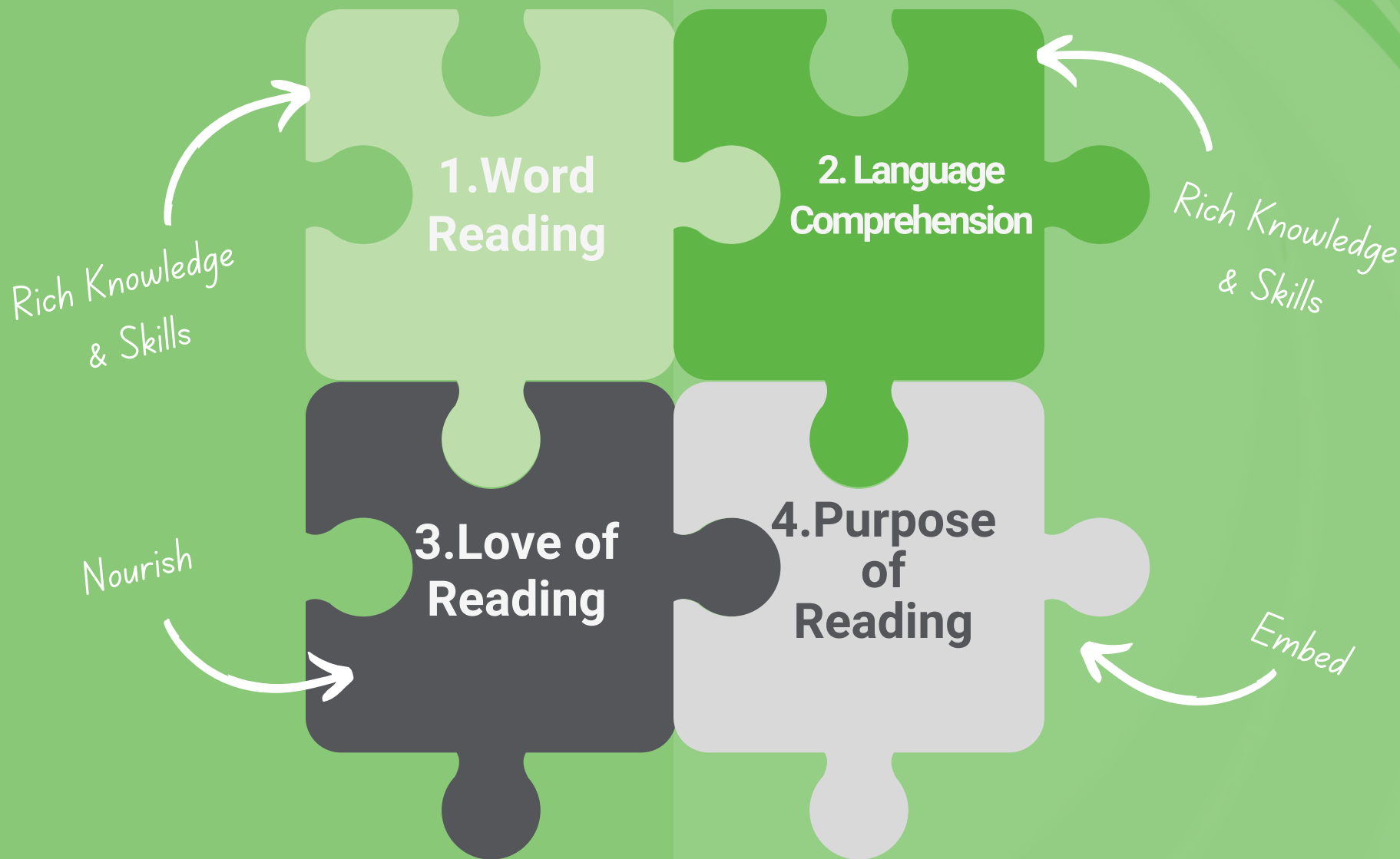


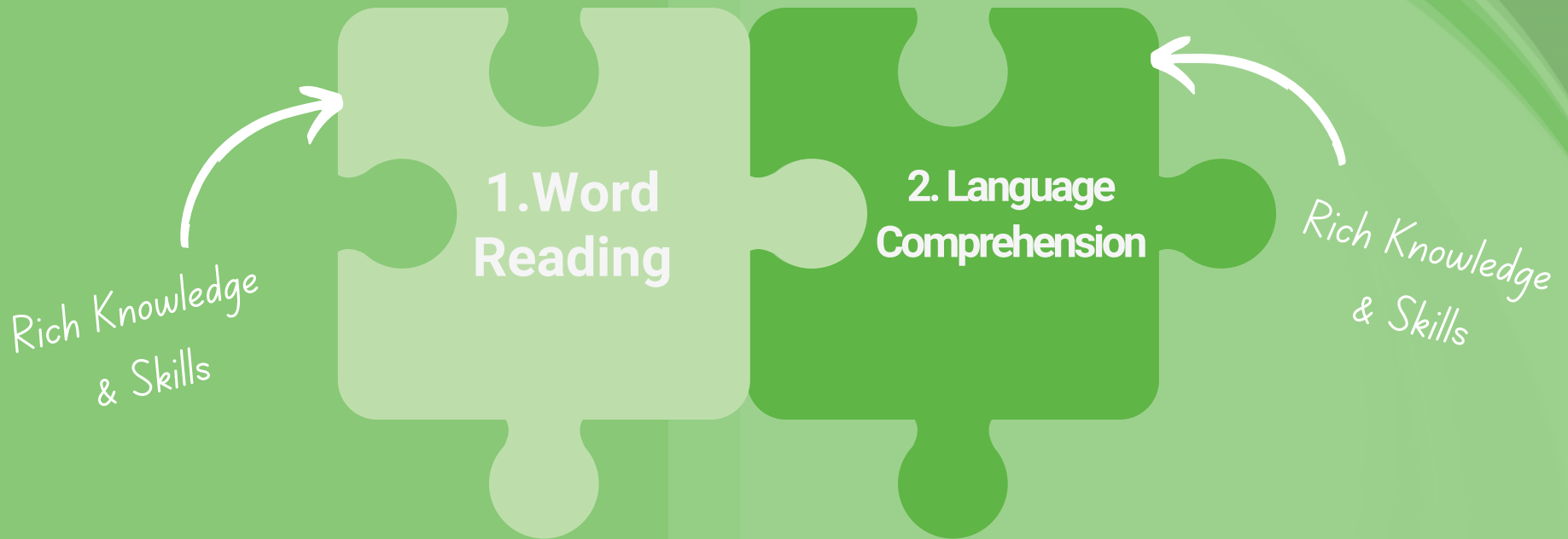
TWHF Enrich Reading



TWHF ENRich Reading Curriculum



TWHF ENRich Reading Curriculum



If students are not able to read well, they cannot access the full curriculum. Therefore, Reading is the “Gateway to Learning”. The TWHF ENRich Reading curriculum puts developing the basic mechanics of reading at its core. Although integral to each other, the TWHF ENRich Reading Curriculum is engineered so that the development of Word Reading and Language Comprehension is balanced across the course of a week and across all year groups. By explicitly teaching the RICH knowledge and skills of both Word Reading and Language Comprehension, students can fully read and understand text at the level required for their age. This will then enable them to cultivate and NOURISH a love of reading and EMBED their reading skills unlocking learning across the wider curriculum.

01

Word Reading

- Phonological awareness (SSP)
- Print Knowledge
- Decoding & Full Word Recognition
- Fluency (Accuracy; Automaticity & Prosody)

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To develop RICH knowledge and skills; students will be exposed to daily explicit Word Reading teaching. It is important to ensure a balance of Word Reading and Language Comprehension development across the week. In EYFS and Year 1, student's Word Reading development is embedded within the SSP programme. As students become phonologically aware, the focus of the teaching of Word Reading will shift towards developing fluency. As students move through the school, daily whole class lessons will ensure student's reading accuracy; automaticity (speed) and prosody keeps pace with the level of text required for their age. To support children who fall behind, additional "accelerated" catch up interventions will be put in place.

02

Language Comprehension

- Grammar & Syntax Awareness
- Vocabulary Development
- Comprehension Strategies (A.S.P.I.R.E)
- Text Structure Understanding
- Comprehension Monitoring

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To develop RICH knowledge and skills; students will be exposed to daily language comprehension teaching. It is important to ensure a balance of Word Reading and Language Comprehension development across the week. In EYFS and Year 1, student's language comprehension development is taught alongside the SSP programme through planned book talk. As students move away from the SSP programme (in Year 2 and KS2), daily whole class lessons will be delivered. Centered around high-quality extracts and texts, children will be explicitly taught language comprehension skills and strategies enabling them to first understand and then explore the the level of text they are required to read for their age. To support children who fall behind, additional "accelerated" catch up interventions will be put in place.

TWHF ENRich Reading Curriculum

The TWHF ENRich Reading Curriculum has been carefully engineered to ensure the essential knowledge and skills from the National Curriculum are covered. Children are also given regular opportunity to return to and build upon prior knowledge and skills strengthen memory. So that students grow towards being proficient readers, alongside developing comprehension strategies, student's reading fluency is developed as we believe it is the "bridge" between effortful decoding and comprehension. We believe a a fluent reader is one who can accurately and automatically decode words. When readers are fluent readers, they can decode with minimal use of their cognitive resources, thus allowing them to channel their effort towards comprehending and making sense of what they have read. The development of both reading fluency and comprehension is delivered through high-quality texts to ensure students are immersed in language rich environments

The Fluency Development Lesson (FDL)

For students in EYFS and Y1, word reading and reading fluency will be developed through the school's chosen SSP. As children become phonologically secure, the ENRich Reading curriculum is designed to expose students to regular FDLs. Simply put, students will:

- Be read aloud to; allowing them to hear fluent reading.
- Engage in assisted reading.
- Read a text whilst listening to a fluent reading of the same text.
- Engage in repeated reading; students practise reading texts repeatedly until they can read the text in a fluent manner.
- 'Perform' reading aloud.

The Comprehension Focus Lesson (CFL)

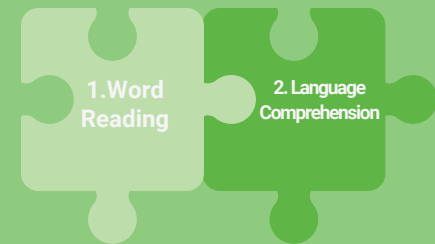
For students in EYFS and Y1, language comprehension be developed both through the school's chosen SSP and additional Book Talk during story times. As children become phonologically secure, the ENRich Reading curriculum is designed to expose students to regular CFLs. Simply put, students will:

- Be explicitly taught how to use a range of comprehension strategies to help them to understand (get the 'gist') of the text.
- Be explicitly taught how to use a range of comprehension strategies to explore the text deeper.
- Have opportunities to both practise these skills with the teacher and independently.

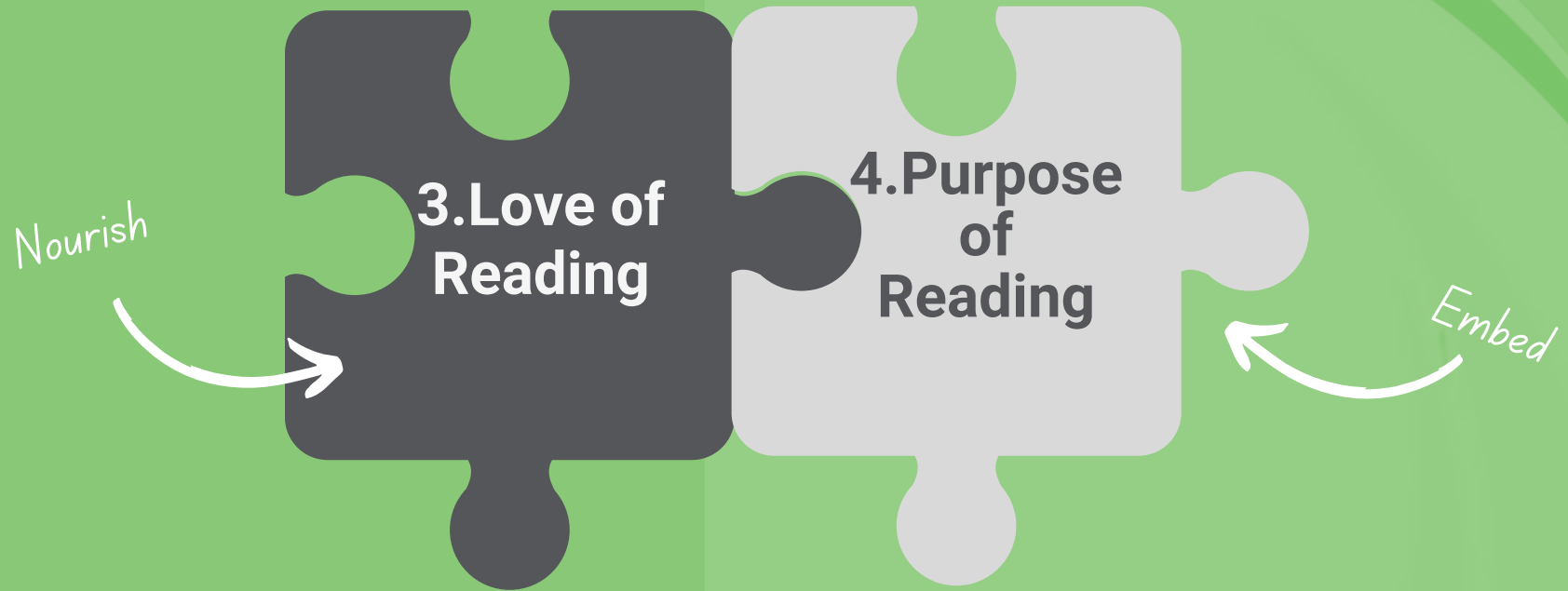


1. Word
Reading

2. Language
Comprehension



TWHF ENRich Reading Curriculum



Although developing RICH Knowledge and Skills is at the core of the TWHF ENRich Reading Curriculum, it is important that, alongside this, students have the opportunity to cultivate and NOURISH a love of reading and have experiences to use and EMBED their new skills across the curriculum. Separately, from the explicit teaching of reading knowledge and skills, the new TWHF ENRich Curriculum will have planned opportunities to develop a love of reading through a number of means including; protected time for teachers to read to their class, a high-quality reading book cannon (spine); planned author visits; guidance on how to create effective book corners and a shared (collaborative) resource 'vault' on how to engage students in reading for pleasure. In addition to this, the new Reading curriculum will seek and source high-quality text and extracts that can be used to enhance reading opportunities in the wider curriculum. This will give further purpose to reading as it allows students to embed and use reading to learn.

03

A Love of Reading

- Protected daily “teacher reading” time
- TWHF Nourish Reading Cannon
- Guidance on effective reading corners
- Collaborative vault of reading ideas and resources to engage reluctant readers

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Along side the RICH aspect of the TWHF ENRICH Reading curriculum, there is a high-quality curriculum to cultivate and NOURISH a love of reading. Central to the Nourish aspect of the reading curriculum is daily protected time for teachers/staff to simply read to their students. To support this, there will be a high-quality reading book “cannon” or spine for each year group that gives direction on what books to read. To support teachers/staff who are less confident, for books within this cannon, there will be suggested question “book marks” enabling teachers/staff to use book talk effectively with their class. To supplement this further, the TWHF will be planning opportunities for children to attend high-quality reading experiences such as library trips; author visits; to film and publish books reviews and dressing up days. Finally, the TWHF ENRICH Curriculum will also offer suggested ideas, photos and guidance on how to create an effective book corner within the classroom and a ‘vault’ of high-quality ideas and resources on how to engage reluctant readers.

04

Purpose of Reading

- A list of high-quality book and text extracts that link to each curriculum subject.
- More detailed topic/units with extended reading opportunity resources
- Access to high-quality Non-fiction reading materials

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As students develop RICH reading knowledge and skills, they require opportunities to EMBED these across the curriculum. The TWHF ENRich Reading curriculum provides teachers and staff with a range of resources and guidance to help them plan for and enable students to use reading to learn about (and engage further with) the wider curriculum. These resources include; a list of high-quality texts and extracts linked to each subject; more detailed unit plans that link high-quality texts to various subject topics/themes i.e. Victorians or Rivers; and access to high-quality Non-fiction reading materials that can be used to enhance subjects across the curriculum