



Reading Curriculum Portfolio





Curriculum overview:

Reading Curriculum Intent

The programme of study set out in the National Curriculum for reading at key stages 1 and 2 consist of two dimensions:

- **Word Reading**
- **Comprehension (both listening and reading)**

At The Mease, we recognise reading as a multifaceted skill, that is gradually acquired over years of explicit instruction and practice. Therefore, as a school, we aim for all children to develop competence in both dimensions, providing children with opportunities to develop their phonological awareness, ability to decode, recognise words by sight and develop their language comprehension- in line with the Scarborough Reading Rope (2001).

At The Mease, we value reading as a key life skill and are dedicated to enabling our students to become 'real readers', developing culturally, emotionally and socially, by gaining new knowledge and building upon prior experiences through reading. The intent of our reading curriculum is to create competent readers, who can recommend a book to their peers, who are confident to engage in discussions about a text and who can ask and answer questions about an author's choice of language and the impact it has on the reader. We believe that by the time they leave our school, they will have fully experienced how it feels to be immersed into an environment that holds reading at the heart of its curriculum.





Curriculum overview:

Implementation:

Phonics is taught through the Little Wandle Letters and Sounds Revised Phonics programme in EYFS and KS1. In the morning, all classes have a half an hour explicit phonics lesson and then revisit their prior learning throughout the day. Additionally, the children have the opportunity to practice and apply their new learning and revisit previously taught sounds through practical activities in the continuous provision and targeted intervention (see Phonics & Early Reading Policy). In EYFS and Year 1, the children will read matched decodable books, in a small group of six, focused on three core reading skills: decoding, prosody and comprehension. Any children that still require additional phonics support in year 2 and above, will continue with this approach until ready. The reading vipers will be introduced in EYFS and used alongside the Little Wandle reading scheme.

In Year 2 & KS2, explicit reading skills are taught through our whole class reading approach at least 3 x a week. The children also have the opportunity to visit the library and take a book home once a week to develop their own love of reading. Our curriculum is a book-based curriculum enriched with a range of fiction, non-fiction and poetry.

We are proud of our school environment that fosters a reading culture and a love of books. Daily opportunities to share a story with children during 'story time', using high quality stage-appropriate books and opportunities to read for pleasure throughout the week (DEAR time) are loved by all. There is a reading appreciation corner in every classroom, weekly exposure to Picture News during our assemblies and home-school reading. Children who benefit from 1:1 reading and the lowest 20% are identified during the weekly data meetings for extra reading sessions and small group reading interventions.





Implementation Continued:

Implementation Continued:

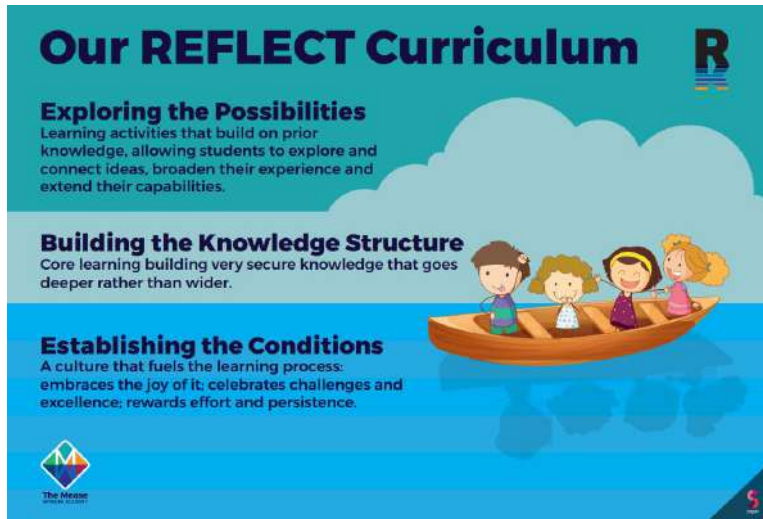
A range of genres are carefully chosen to supplement the topic for the half term including stories, non-fiction and poetry and taught through explicit reading skills sessions or through a whole class shared read. A range of class texts will be displayed as part of the immersive reading environment/ continuous provision additional to an area dedicated to reading within each classroom. Reading sessions are explicitly mapped out, using the texts to extend vocabulary/ knowledge and to read for pleasure.

There is an expectation for all children to read at home at least 5 x a week. Interventions for struggling readers are put in place accordingly.

In KS2 and in KS1 (when ready) the children are taught how to ask and answer questions about a text or an author's choice of language (using VIPERS questions stems) and encouraged to discuss the emotional impact that the text has on the reader.

Children will have daily opportunities to read for pleasure and to retrieve information, throughout all elements of the curriculum. In KS2, children will complete all Reading Eggs assignments each week to support with reading comprehension, fluency and reading for pleasure. Additionally, teachers will use the support resources to target areas that the students are struggling with – identified by the data.





Curriculum Impact

Through our whole class reading approach, the children will be adequately prepared to encounter a text, developing their linguistic knowledge, vocabulary and grammar in context and, as a result, learn how to react to a text emotionally and physically considering its intent– in line with our REFLECT ethos of establishing the conditions, building knowledge and exploring possibilities.

In order for our children to be able to react emotionally to a text, our curriculum is underpinned by a wide range of high quality literature. As we know that reading widely and often, increases pupils' vocabulary and feeds the imagination, we want our children to feel supported and challenged to ask and answer questions, be curious about genres and feel immersed into a learning environment that is rich with knowledge and books.



What a successful Reader looks like:

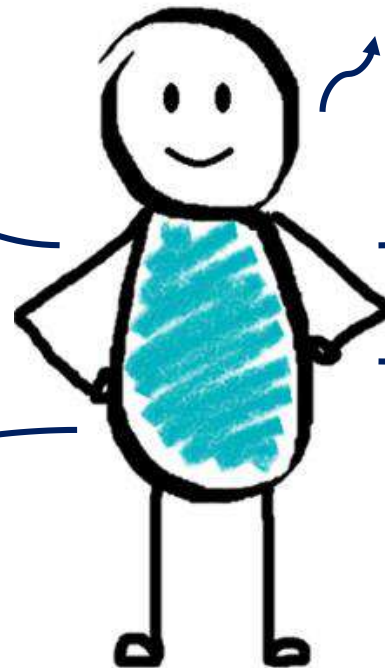
I am always learning new words which help me to read more challenging books and expands my vocabulary.

I have lots of opportunities to read for pleasure, listen to stories, read by my teachers, and explore our fiction and non-fiction.

I am inspired by my favourite authors and I can recommend a book to a friend.

I use my voice confidently and read with expression.

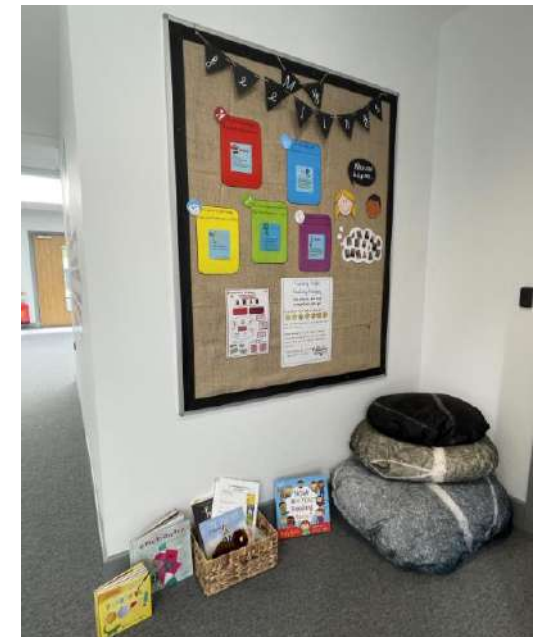
I practice my reading regularly at home and at school.





SMSC & Global Citizenship:

	Spiritual Development	Moral Development	Social Development	Cultural Development
Definition	Explore beliefs and experiences: respect values; discover oneself and the surrounding world: use imagination and creativity; reflect meaningfully on their own actions and the actions of others.	Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasonable views.	Using social skills in different contexts; work well with others, resolve conflicts; understand how communities work.	Appreciate cultural influence; participate in culture opportunities; understand, accept respect and celebrate diversity.
Example	- Read stories that celebrate all religions and teaches the children to value individuality. - Opportunity to debate opinions and preferences about text. - Immersive reading opportunities beyond the classroom.	- Weekly assembly about Little People Big Dreams to provide the children with an opportunity to discuss and understand right and wrong and how things have changed over time. - Reading curriculum to include texts that address and discuss moral and ethical issues. - To use sentence stems to answer questions and express views. - Pupil Voice.	- Vote for a story in classrooms. - Whole class reading to encourage others to work together and support each other. - To read in small reading practice groups. - Breakfast with a book with parents.	- Celebrating diversity through our books, library and recommended reads. - Picture news.



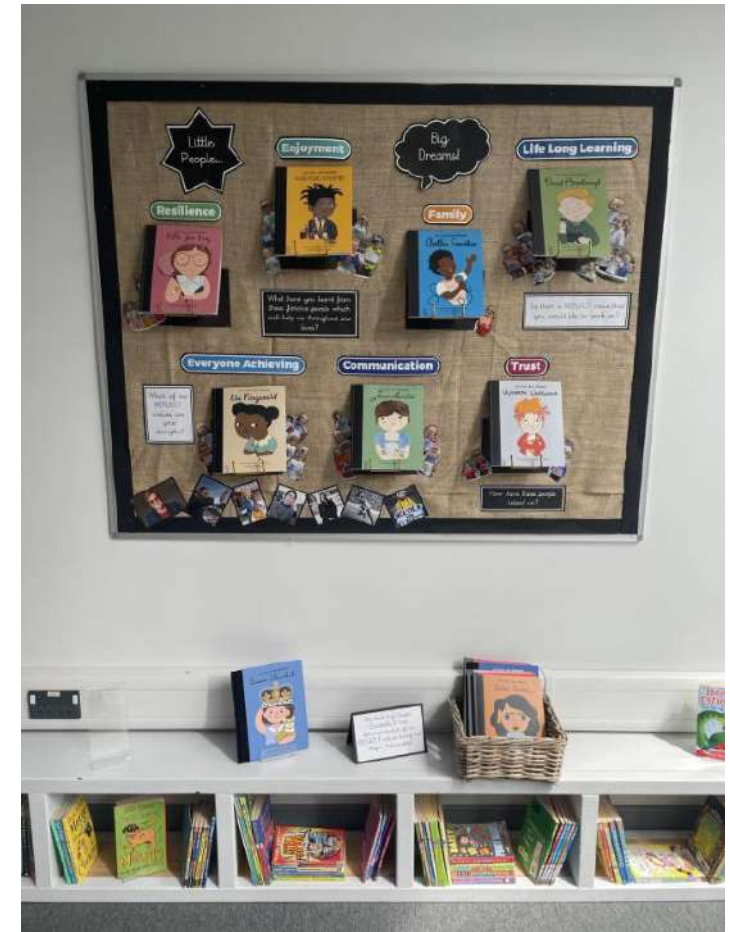


Equality and Diversity (including BV):

At The Mease, we create an inclusive culture and ethos that holds books at the heart of its curriculum. In line with this, our whole school environment enables and promotes high standards of literacy and language and allows for all children to be immersed into a learning environment that is rich with books and language. Through our curriculum and our environments, we offer a range of opportunities to develop speaking and listening skills that enable our children to later develop strong reading skills from EYFS and beyond.

A key part of ensuring we provide a diverse reading curriculum is making sure we have a richly diverse reading spine that reflects every child and that our books are responsive to what is going on in the world around our children. This means that we supplement our reading spine and adapt it to ensure that our books are helping our children develop a strong moral compass and become a good moral citizen. This is why we have included a range of authors and inspiring writers who represent diverse backgrounds and can help us to challenge stereotypes in the classroom. Using these texts as stimulus for writing enables our children to read about different experiences of others outside of their own culture and community. For example, our children enjoy reading Little People Big Dreams series which commonly include stories of overcoming hardship and struggle. We are able to take these themes and use writing as a mechanism for our children to show empathy for other people as well as helping them to see life from a different point of view.

Throughout school, we give the children the opportunity to vote for their favourite story to be read during story time. This gives our children the opportunity to have their voice heard and also enables them to practice respecting others opinions and the rules of democracy. Additionally, we have a wide range of fiction, non-fiction and books that aims to support our children socially and emotionally and inspiring all children to aspire to become the best version of themselves through the experiences that we provide.





Supporting children with SEND:

Teaching literacy can be particularly challenging, with the neural, auditory, articulatory, visual and motor skills children with SEND can have. We know that early demoralisation in the classroom can have a lifelong impact, so the pressure is on – children with SEND must be set up with the fair challenge, but also chance to learn, thrive and develop a life long love for reading as this will allow our children to access all elements of the curriculum and, in turn, improve their quality of life.

Coloured Reading Rulers



Sitting Supports



Visual Discrimination Aids



Phonics/ Reading interventions



Pencil Grips



Seesaw



Timers



Creating quiet spaces/ equipment



Calming/ neutral environments

Talking Tins



Early Years Examples of our Reading curriculum



We love stories!



We enjoy
phonics games in
our environment!



Enjoying practising
our sounds!



We love
to read
with a
friend.





KS1 Examples of our Reading curriculum

We love to get cosy in our book corner with a book!

We celebrate books and authors on World Book Day!



There are a range of phonics and reading activities in our environment.





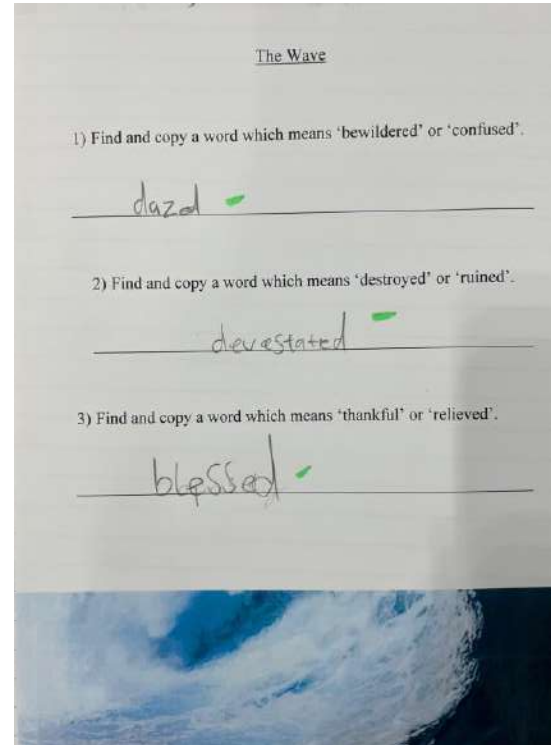
Examples of our Reading curriculum

KS2

Sharing our favourite authors and discussing our opinions on a range of high quality texts.



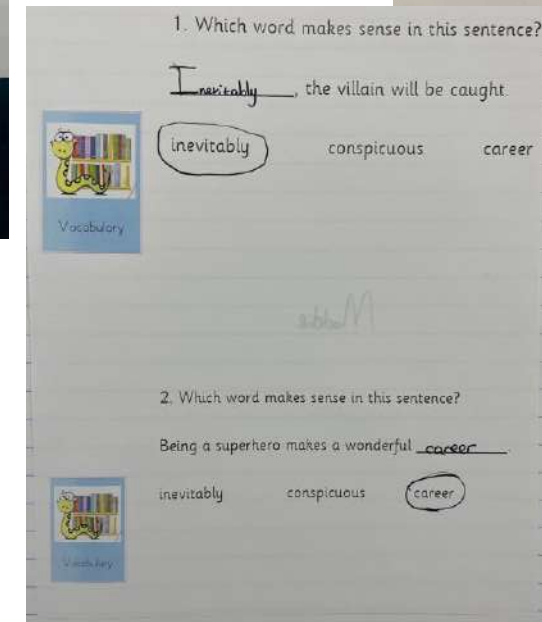
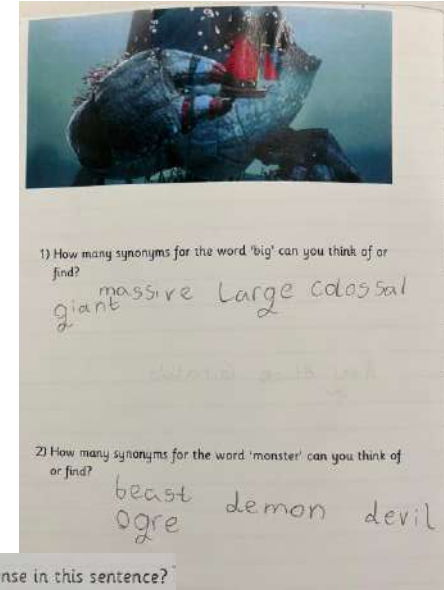
Reading together for enjoyment.



Our VIPERS help us in our reading lessons.



Our whole class reading lessons give us the opportunity to explore texts in detail.





Demonstrating Physical Literacy through our reading:



We physically step into the role of different characters or people.



Using our communication skills to act out our favourite stories and participate in helicopter stories to bring them to life and develop our communication, language and imagination.



Writing and telling stories outside with chalk!



Our children work together to re-create key events in a story using drama.





What do our pupils say?



I like speedy sounds!

Phonics is good because it learns me new sounds and tricky words!

I like to learn to read new words!



I like to read books about Star Wars!



It's good because you get to learn new words.



It's really fun! I love reading! It's really interesting!



You can learn Maths by reading!



I like to listen to funny stories!

How could I support my child at home?



- Spelling Shed – use this site to practise spelling patterns and tricky words - www.spellingshed.com
- Pobble 365 – this site is full of inspiring images that can be used as a stimulus for writing - www.pobble.com/365
- iTrace – the perfect app for practising handwriting
- <http://www.phonicsplay.co.uk/index.htm> this is great for phonics games and recognition of letter sounds and high frequency words. –suitable for children in reception to year 2
- Reading Plus
- <http://readingeggs.co.uk/> online reading games and activities for children from 3 to 13
- www.booktrust.org.uk games, activities and book ideas for children of all ages
- <http://www.magickeys.com/books/index.html&books> free on line books! For all ages
- <http://www.amblesideprimary.com/ambleweb/literacy.htm> lots of interactive literacy games and activities. Help with meanings of some of the grammatical terms from the new curriculum.
- <http://www.coxhoe.durham.sch.uk/school-life/fun-and-games> not just literacy! But great for educational games .
- <http://www.shakespeareandmore.com> Shakespeare
- <http://www.worldbookday.com> not just for world book day! Lots of lovely ideas and resources linked to different books.
- www.lovereadings4kids.co.uk
- www.booksforkeeps.co.uk
- www.literacyshed.com
- <https://www.oxfordowl.co.uk/for-home/reading-owl/library-page>
- <https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories>



Letters and Sounds for Home and School
60.3K subscribers

