

READING CURRICULUM POLICY

At Bishop Bridgeman, we give our children the very best. Through a supportive and purposeful curriculum, linked with National Curriculum objectives, we strive to ensure that all our pupils are able to succeed and find their unique talents and strengths. Our staff are committed to develop in each pupil, a love of learning, whilst developing the skills and values to support their all-round development. Bishop Bridgeman C of E Primary School is a special place where we work, we play, we care and we pray.

RATIONALE

We promote high standards of English by encouraging pupils to develop a love of reading, writing, speaking and listening, so that they can communicate effectively for the rest of their lives. It is our intention, when teaching the English curriculum, that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners. We ensure that all pupils achieve their full potential in reading, writing, speaking and listening, spelling and grammar. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

English is a core subject of the national curriculum and a second language for many of our pupils. We understand that English is a prerequisite for educational and social progress, as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance therefore, the teaching of all aspects of English is given a high priority within our school.

Pupils at Bishop Bridgeman Primary School will leave Year 6:

- reading with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range genres and media types;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading – word reading, comprehension
- Writing – transcription, spelling, handwriting, composition

- Spelling, vocabulary, grammar and punctuation

The new National Curriculum is divided into 3 Key stages: - Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

TEACHING AND LEARNING

INTENT

Leaders have carefully planned and sequenced the curriculum so that there are clear end points for what pupils will be able to know and do at key points. There is daily discrete teaching of English where the skills of reading are taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. For vulnerable pupils, including those with special education needs, the curriculum has been adapted to ensure the curriculum contains the content that leaders have identified as most useful.

For those pupils who are achieving below age-related expectations, teachers support pupils in addressing gaps in learning so that they are not disadvantaged. Additional adults are deployed effectively to support pupil progress and the teacher continually monitors all pupils to ensure they achieve the best possible outcomes.

Children who have not grasped the phonics code by the start of Key Stage 2 take part in regular phonics interventions, tailored to their needs, following on from regular assessments.

By constructing an ambitious curriculum that gives pupils the cultural capital needed to succeed in life, leaders strive to address issues of social disadvantage. 'Social justice requires that we provide an education which gives the less privileged access to the knowledge they need to succeed.' Ofsted 2018.

IMPLEMENTATION

English and guided reading lessons provide the structure which enables reading to be explicitly taught. Teachers present information clearly and there is frequent opportunity for pupils to embed key concepts into long-term memory. The reading curriculum is designed to support pupils to develop unconscious competence and fluency, this will allow them to develop skills, i.e. the capacity to perform complex operations, drawing on what is known.

The role of the teacher is:

- To prioritise the teaching of reading;
- To foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- To follow the school's Reading policy with the aim of helping pupils to become independent readers;
- To ensure that children read books of an appropriate level of challenge and, in key stage 1, pupils read books that match the sounds they know;
- To ensure phonics is taught from the beginning of reception;
- To identify if a pupil has fallen behind and support them to catch up quickly;
- To keep up to date with professional developments and attend training to ensure they develop sufficient expertise in the teaching of reading.

In developing pupils love of reading, teachers will:

- Provide regular opportunities for children to read for pleasure;
- Model the value and enjoyment of reading through whole class reading of a shared text;
- Model the act of reading through shared reading;
- Provide focused support through guided reading;
- Create a supportive environment for reading;
- Encourage children to read regularly at home;
- Provide a range of varied reading material in book corners, updated termly using the library service.

Teachers have a strong subject knowledge and are kept up to date through the investment in continued professional development and their own personal reading.

The intent for reading has been logically and carefully sequenced and teachers utilise this when planning reading lessons. Within units of English work, learning builds up towards clear identified end points so that pupils can apply new learning to a piece of work. The sequence of learning supports and scaffolds pupils to build upon their reading skills and apply these within their writing.

DEVELOPING READING SKILLS IN THE EARLY YEARS FOUNDATION STAGE (EYFS)

The teaching of reading begins in nursery at Bishop Bridgeman as children begin to develop their phonics skills through daily phase 1 phonics lessons. This phase paves the way for the systematic learning of phonics. During this phase especially, we plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. We teach a wide range of nursery rhymes and songs and read good books to and with the children. This helps to increase the number of words they know – their vocabulary – and helps them talk confidently about books. The children learn to identify rhyme and alliteration. These skills continue to be developed throughout KS1 and KS2.

As they move into reception, children continue to follow the Letters and Sounds systematic, synthetic phonics programme. In reception they cover phase 2 and phase 3 of phonics, learning how to segment and blend words with these sounds in to read books at this level independently.

In EYFS, reading is modelled daily to pupils through story times. Children also have opportunities to explore texts in more depth with adult focussed sessions. In nursery, this focusses on working on book concepts and basic comprehension skills within daily guided reading lessons. In reception, pupils read books independently to an adult which are matched to their phonics ability. During guided reading sessions, teachers focus on a key reading skill and target this when discussing the book which has been read as a group at the end of the session. All children in EYFS also engage with quality texts through their English lessons in which they explore a range of stories as a stimulus for their writing.

DEVELOPING READING SKILLS IN KEY STAGES 1 AND 2

WRAPPING AROUND A TEXT (RECIPROCAL UNITS)

Reciprocal units of work are planned around a high quality text over a longer period of time so that pupils can immerse themselves within a text. Examples include 'The Boy in the Striped Pyjamas' and 'The Firework Makers Daughter'. These units of work, delivered through English sessions, equip children with the skills needed to be a confident, independent and fluent readers. They incorporate

shared reading whereby the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. Some of the skills and knowledge children gain are to predict, clarify, summarise, infer and question. The texts selected are rich, challenging and higher than the current reading ability of the majority of the class.

READ WRITE PERFORM

At Bishop Bridgeman, we have adopted the Read, Write, Perform approach to writing to run alongside the reciprocal units of work. This encourages learners to actively engage with a variety of media to give their writing purpose. It is a methodology that is interwoven into our English curriculum. It is an approach to teaching and learning English that actively encourages learners to engage with a variety of text and media in a purposeful way.

Read Write Perform brings together the core elements of English in an authentic and cohesive manner, it values and promotes a reading into writing approach, one that underpins a sound understanding of English and leads into performance that utilises technology and develops key digital literacy skills.

GUIDED READING (DAILY, 30 MINUTES)

At Bishop Bridgeman, we believe that all our children can become fluent readers and writers. This is why we teach reading through 'Little Wandle Letters and Sounds Revised', which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Bishop Bridgeman, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- o sharing high-quality stories and poems
- o learning a range of nursery rhymes and action rhymes
- o activities that develop focused listening and attention, including oral blending
- o attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Reception and Key Stage One: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.











Key Stage 2

Key Stage Two children are taught and practise their fluency and comprehension through the 'Pathway to Read' scheme. This scheme is centred around high-quality texts and the key learning is broken down into the key skills of predicting, clarifying vocabulary, retrieval, summarising, inference, structure and organisation, language choice and making comparisons.

Key Stage Two teachers follow the structure detailed below for their weekly lessons:

- **Monday: Fluency Lesson.** During this session, teachers will teach the key skills required to embed fluency in the children's reading. They will do this by using a range of strategies detailed below.
- **Tuesday: Complete the whole class session (P2R).** The following key reading skills will be a focus for this session: predict, clarify, read and retrieve, read and explain. During this session, teachers delve into the class text, modelling fluency throughout their reading..
- **Wednesday: Complete activity as a class (P2R).** The following key reading skills will be a focus for this session: drawing on what pupils already know, strategy check vocabulary, read for a range of purposes and discuss understanding. Teachers use a range of resource provided by the scheme to deepen their understanding.
- **Thursday: Follow on task (P2R).** During this session, the children will complete a follow-on task linked to what they have read that week in whole class guided reading. This is recorded in guided reading books.
- **Friday: Teaching specific objectives identified through question level analysis of assessments.** Teachers will use PiXL resources to deliver comprehension focussing on specific strands of the reading curriculum.

Fluency lesson strategies:

<u>Phase of lesson</u>	<u>Focus</u>	<u>Strategies</u>
Reading to/modelling	<ul style="list-style-type: none"> Adult models effective reading 	 Modelled Read  Repeated Read
Reading with/supporting	<ul style="list-style-type: none"> Adult supports children to read better Important element is that children understand why to read in a certain way 	 Echo Read  Choral Read  Survey  Repeated Read
Practise/independence	<ul style="list-style-type: none"> Children apply their new skills with growing independence 	 Reader's Theatre  Paired Read  One- Minute Read  Repeated Read

Speaking and Listening

Speaking and listening is embedded into our reading lessons. From EYFS children begin to develop their attention and listening skills and are taught the skills of turn taking and social interaction. This is built upon throughout school and all teachers facilitate discussions and promote open ended book talk in their classrooms. Drama activities are also used throughout shared reading units, such as hot seating and freeze framing to develop children's inference skills

Vocabulary Acquisition Through Reading

A core aim of our reading curriculum is for pupils to 'acquire a wide vocabulary'. We believe that children must have opportunities to be exposed to and explore key vocabulary within texts to build their cultural capital and increase their working vocabulary. At the beginning of every English unit in KS1 and KS2, teachers consider the necessary knowledge children need to understand the context of a new text and plan the exposure to this vocabulary carefully. We apply the latest research, for example f Alex Quigley's 'Closing the Vocabulary Gap' to ensure that teachers use effective approaches to embed new words.

Intervention

In each year group across school, strategies are in place to support children who cannot yet read. This can be for a variety of reasons, such as a special educational need or being new to the English language. A planned timetable of intervention is in place within school. This is responsive to pupils needs to raise attainment and secure intended knowledge. Resources are used that are well aligned to the intent such as PiXL, teaching staff are directed to support pupils at opportune moments. Additional intervention is given outside of the school day for example in year 6 and year 2 so that pupils have continued access to the broad curriculum.

Reading for Pleasure

We place a huge emphasis on reading for pleasure. Reading is not restricted to English lessons and is prioritised across the curriculum. Many opportunities are provided for pupils to practise and extend their reading in other subjects and during reading for pleasure time as part of the guided reading sessions. The free choice books children are provided with are high quality and matched to their reading level to ensure pupils are choosing books that are appropriate for their reading ability.

The Learning Environment

All classrooms at Bishop Bridgeman have well-stocked and appealing book areas with fiction and non-fiction titles, supplemented by titles from the school library service. In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where ideas are valued and displayed on a working wall. Within each reading environment children have access to our reading metaphors. These support pupils to become a reliable reader and are also referred to as prompts and reminders for adults when listening to children read (see Appendix 1). Children also have the opportunity to read the First News newspaper that is delivered to classes weekly.

Celebrating Reading

Book promotion is very important and we strive to create a culture where books are celebrated and our children are enthusiastic readers. We organise an annual English Super Learning Week with a theme that is engaging for all. This typically involves a launch event with related activities throughout the week, including rich and purposeful opportunities for speaking, listening, reading, writing and drama tasks. We invite book fairs, authors and poets into school to share their texts and enthusiasm for reading and writing and celebrate reading events through the year such as poetry day, Roald Dahl day and world book day.

Reading at home

Parents and carers are strongly encouraged to be actively involved in their children's reading routines at all ages by listening to their children read, reading to their children, and by promoting a home environment where books are valued. Stay and Learn sessions are also provided for parents, where they are advised on ways of supporting their child's reading to enhance the reading and comprehension process. All parents and carers are provided with examples of questions that can be asked to enable children to show their understanding of the books they read at home.

The frequency of every child's reading is monitored weekly. Reading smiley stamps are awarded to children for reading at home. We have a bronze, silver and gold award for reading where children can choose bookmarks, books and book vouchers. All pupils have a reading record that supports communication with parents. These records support teachers' ongoing assessments of reading for pupils and promote the dialogue with parents about pupils strengths and next steps. Teacher's record areas for improvement so learning can continue at home. This may include identifying a phoneme-grapheme correspondence to focus on or a particular reading skill e.g. retrieval.

Assessment and Monitoring

Assessment is used to check understanding and inform teaching. Guided reading feedback forms are used to monitor children's reading progress during weekly guided reading sessions. Teachers make informed assessments against year group statements aligned to the national curriculum to update assessment systems (Insight) and analyse progress for all pupils and vulnerable groups. Summative assessment takes place at the end of each term using PiXL tests, as well as Salford reading tests, to

assess fluency of reading. In EYFS, children's reading skills are monitored and assessed through 1:1 reading sessions, phonic assessments and the ability to read high frequency and tricky words on sight. The phonics progression document is also used from reception to year 2 to monitor progress. The English subject leaders and Senior Leadership Team (SLT) will ensure rigorous assessment and monitoring takes place through regular book scrutiny and moderation of assessed work. They will also ensure that appropriate training opportunities are provided for staff, to meet identified needs.

Long term memory

Knowledge empowers and nourishes children, it belongs to the many, not the few. A knowledge rich curriculum has the power to address issues of social disadvantage and leaders at Bishop Bridgeman have high ambitions so that all pupils can take full advantage of opportunities, responsibilities and experiences in later life.

Learning can be defined as alteration in long term memory, with this being the case leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long-term memory.

Teaching staff have drawn on research focussing on cognitive load theory. Teachers understand that pupils working memory is limited and that new content should be introduced to pupils in small and manageable steps to avoid overloading the working memory. Research from Oliver Caviglioli has also been considered and leaders utilise strategies of dual coding to support pupils in integrating new knowledge into long term memory. By providing simple images to pupils when new content is introduced, they can use both visual and auditory strategies to process the information, forming a greater link with long term memory. Spaced retrieval is also a strategy employed by teachers to enhance pupils' retrieval and in turn secure knowledge into long term memory. Lessons typically begin with a daily retrieval opportunity and additional retrieval sessions are planned over the year.

Learning is a long-term process and teachers utilise strategies to support pupils in being successful and confident learners. The agreed strategies across school are:

- New content in small, manageable steps
- Images to support new learning
- Spaced retrieval

Marking and Feedback

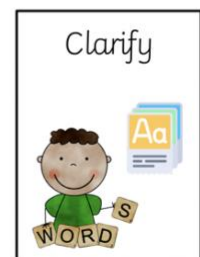
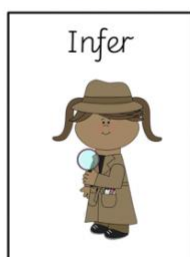
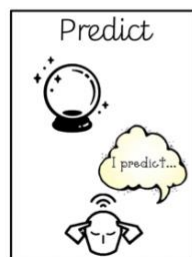
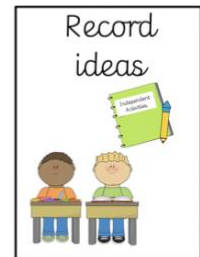
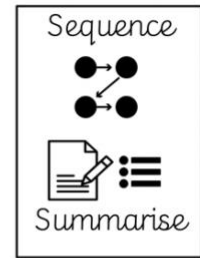
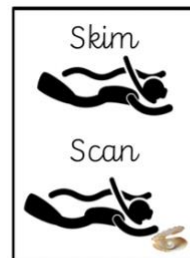
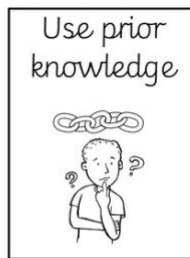
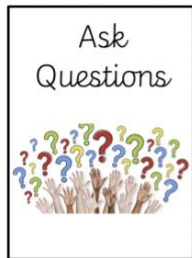
Leaders at Bishop Bridgeman have implemented a marking and feedback policy that enables teachers to give precise and accurate feedback to support learning. In Key Stages 1 and 2, wherever possible, marking takes place with the child so that it is interactive and feedback is immediate. Work is marked against the differentiated success criteria (WILF), following the school marking policy and children are always given the opportunity to review their work and respond to feedback. The WILF is highlighted so that children can see what they have achieved and their next steps. By having a greater focus on verbal feedback, pupils are engaged in their learning and are clear on their own achievements.

IMPACT

We ensure that children develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Pupils at Bishop Bridgeman attain above national averages in reading and make good progress from their varied starting points. As a result of this strong attainment, pupils are well prepared for the next stage of their education. Throughout school, teachers use termly PiXL

assessment materials to analyse pupils progress in terms of knowing more, remembering more and being able to do more. Pupils leave Bishop Bridgeman as confident and independent readers with high levels of enjoyment, understanding and comprehension.

Appendix 1 - Reading metaphors



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