

# Avonwood Primary School

## Reading Curriculum Policy



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**Avonwood Primary School**

The best in everyone™

Part of United Learning

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## 1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

**If 'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart.** Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teaches and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' where we share a high-quality text as a class. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens, and our eight Earth Charter principles are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

## 1.1 How our whole school vision links with Reading and Phonics

At Avonwood, we strive to ensure all pupils are confident and fluent readers by the time they leave primary school; we believe that reading is the key to success and underpins all learning. Having high expectations and a consistent approach to phonics ensures children are given the best possible foundation for reading, communication and language skills.

Across the school, we incorporate the teaching of our new phonics scheme 'Unlocking Letters and Sounds' within our reading comprehension lessons. This strategy is applied when learning to read new and unfamiliar words from texts.

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. We therefore place high importance on ensuring that our reading curriculum is rich with opportunities to explore and learn about the world that we live in and the key figures in it. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak and read fluently and confidently are effectively excluded.

### **Aims:**

The overarching aim for reading in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for reading aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading and spoken language.
- Appreciate our rich and varied literary heritage.



## 2.0 Subject Intent, Implementation & Impact

### 2.1 Subject Intent

At Avonwood, we recognise that reading is fundamental to the success of our pupils across the entire curriculum. Therefore, it is placed at the centre of our provision. We aim to create an immersive reading environment for our pupils where everyone is a reader. This is accomplished in three ways:

1. Firstly, by providing the pupils with access to a rich and diverse diet of texts, ranging from fiction, non-fiction and poetry. This is achieved through the provision of a progressive sequence of high-quality, enriching texts and exposure to a wide and balanced range of genres and authors.
2. Next, we ensure that our pupils read often and widely, for a range of purposes including reading for pleasure/entertainment, to research and learn about the world around them, and to access the wider curriculum.
3. Finally, we provide children with the necessary opportunities to develop their skills and confidence as independent readers with a focus on fluency, prosody, comprehension, vocabulary and phonics/phonemic awareness. By the time they leave Avonwood, we wish for every child to enjoy reading, to be able to unpick texts with confidence and use reading as a gateway to accessing new knowledge.

### 2.2 Subject Implementation

At Avonwood, the implementation of reading is planned through high quality texts. These texts form the basis of daily reading sessions. Throughout KS2, three days of the weeks are spent applying the reading domains and skills to the key text and the final two days are planned using alternative texts such as non-fiction, poetry, song lyrics and extracts from alternative books that link to events occurring in the real world, allowing for cross-curricular reading.

Reading lessons are planned against the 10 Key Principles of Reading. This ensures consistency within the teaching of reading and children are exposed to key skills that promote reading for pleasure within all lessons.

**Key Principles of Reading**

*In ALL whole class reading sessions there must be evidence of the following:*

1. Provide pupils with the opportunity to develop their **inference skills** through a quick starter activity.
2. Ensure that children are given the opportunity to develop their **reading fluency**.
3. Focus on the children being **questioned on the main ideas summarising** key events/information before analysing in detail.
4. **Pre-teach tricky vocabulary**, applying visuals and the teaching of **phonics**.
5. Children should take part in **choral, cloze or group** reading
6. Teachers should ensure that all children are engaged and enjoying the text being read. **Reading for pleasure** is key.
7. Whenever teaching reading, **the class teacher will model an expressive reading style**. Through the varying of tone, **pace** and expression, plus clearly following the punctuation, teachers will provide a quality model to pupils.
8. Within whole class reading, ensure sufficient time for **some independent learning**.
9. Ensure some of the comprehension work is oral and **provide pupils with model answers** to discuss and analyse. These will guide pupils' efforts when they are composing written answers.
10. At the end of the lesson, or within it, include a **further exciting activity** within the session. This can be using a film clip, statements, prediction, true or false or a task from the suggest reading activity handout.

## Reading Domains

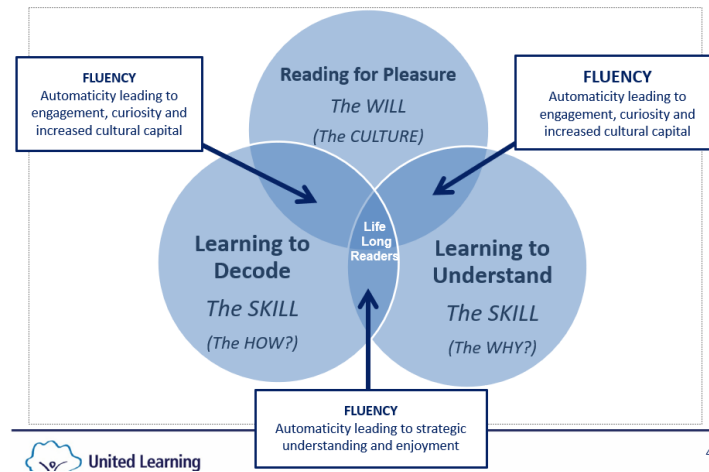
At Avonwood, reading lessons are linked to the reading domains from the National Curriculum and are used to make sure pupils understand the information they have been taught.

<b>Domain</b>	<b>Question Types</b>
Give/Explain the meaning of words in context	What does this word/phrase/sentence tell you about the character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way, what effect has the author created? In the story x is mentioned a lot. Why?
Retrieve and record information/Identify key details from fiction and non-fiction	Where does the story take place? When did the story take place? What do you think is happening here?
Summarise main ideas from more than one paragraph	What is the main point in this paragraph? Which is the most important point in these paragraphs? How many times is it mentioned? Sort the information in these paragraphs. Do any of them deal with the same information?
Make inferences from the text/Explain and justify inferences with evidence from the text	What makes you think that? Which words give you that impression? How do you feel about?
Predict what might happen from details stated and implied	What do you think will happen next? What do you think x will do now? How do you think the story will end?
Identify/Explain how narrative content is related and contributes to meaning as a whole	Draw lines to match each section to its main content. Match each part of the story with correct quotation from the text.
Explain how meaning is enhanced through choice of words or phrases	Why do you think the author chose this word to describe x? Why did the author choose this simile? What is the effect of alliteration in this sentence?
Make comparisons within a text	Find and copy words where the character's mood changes. How does the characters attitude change? How does the characters feelings change?



## Fluency

Fluency is the ability to read with expression, automatic word recognition, rhythm, phrasing, and smoothness. Fluency is, in a sense, a critical link between word decoding and comprehension. As a result, fluency sits everywhere within the reading curriculum.



At Avonwood, our aim is for all pupils to leave Avonwood as fluent readers by applying a range of skills:

- ✓ Reading accurately.
- ✓ Focusing on their reading.
- ✓ Knowing what to do if they need help with a word they do not recognise.
- ✓ Reading the text as it would be spoken, paying attention to speed, punctuation, tone, the natural breaks or places where the text can be split into chunks, the most important words that need emphasis and the sound of the text, so it seems the writer is talking to us.
- ✓ Understanding and talking about what they have read.

To achieve this, we promote daily reading aloud and incorporate strategies from 'The Megabook of Fluency' into our reading lessons.

### 2.3 Subject Impact

The impact of the Reading curriculum will be measured through a variety of ways. Due to the large focus on book talk and class discussions around texts, much of the evidence for impact will come from learning walks, which will provide evidence of the teaching of Reading, and pupil voice, which will allow us to understand how much knowledge the pupils have gained. In addition, pupils will also demonstrate their acquisition of reading skills through written responses to reading questions in their reading books.

At Avonwood, the impact of reading lessons should be evident through every child's achievement and progress. We aim for all children to be reading within 6 months of their birth age; it is important that children can read 90% of their texts independently and should be regular assessed to check that they progress through the book banding scheme we have at Avonwood. Any child who is identified as not reaching their target or who requires additional support for their reading will be targeted for 1-to-1 reading on a regular basis. We have a high expectation that children aim to read daily, even if this is just for 10 minutes.

## 3.0 Sequencing of the Avonwood Reading Curriculum

### 3.1 Whole School Overview: Long Term Planning of Reading skills

#### Reading Progression

Much of the children’s learning will be demonstrated during class discussions where teachers will engage the children in book talk, teach and explore key vocabulary and ask questions that are fundamental to developing key reading skills (as set out in the Reading Progression Document).

## Avonwood Reading Progression



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding & Phonics	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCS that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes.</p> <p>To read words containing taught GPCS.</p> <p>To read words containing -s, -es, -ing, -ed, and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll, and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded, and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes, and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception Words	<p>Read a few common exception words</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	

### 3.2 Knowledge & Skills Overview – EYFS

In Foundation Stage, we strive to foster a love of books, instilling a lifelong love of reading. Every day, we share stories during our snack time and at the end of the school day. We also give careful thought to the texts that we select and share with the children throughout our topics. Through these texts, children develop and practice their oral storytelling skills and language, predictions and recall as well as joining in with texts that contain repetition, rhyme and rhythm.

Early Years provides the building blocks to the foundations of reading. It is the initial stage of providing children with the knowledge and skills to be able to decode words accurately as well as developing their understanding of texts. The children are taught to read through systematic phonics sessions following the Letters and Sounds scheme.



In addition to this, teachers model how to be successful readers by tracking the text left to right, top to bottom and ways in which to decode new and unfamiliar words through whole class reading sessions. These sessions also focus on the development of comprehension skills.

Phonics is taught daily using our current phonic scheme, unlocking letters and sounds. Phonics is the first strategy in helping children to read as it provides children with the knowledge of the alphabet and the sounds that letters make. Children are taught to listen to and identify the sounds that make up words, phonemes (a unit of sound in a word) and graphemes (a letter or sequence of letters that represents a phoneme).

Children are taught the skills to segment and blend. Segmentation is needed for both reading and spelling. Children need to segment (sound out) each individual phoneme in words. Blending is the reversal of segmentation. It is a skill for reading where after segmenting a word into phonemes the children then need to merge these together to create the whole word.

Common exception words, also known as tricky words (words that need to be recognised by sight) are taught as a part of phonics sessions. In addition, children are taught the alphabet name and letter formation alongside each new sound.

Through ULS children will learn the 150+ graphemes that are represented by the 44 phonemes of the English language along with common exception words (CEWs) and some KS1 National Curriculum objectives in a planned, progressive way. This is achieved through daily phonics lessons, reading practice using fully decodable books matched to the child's phonic knowledge and daily handwriting practice.

### 3.3 Knowledge & Skills Overview – KS1

In Key Stage One, developing a love of reading is at the heart of everything we do. Careful thought is given to the texts we select across the Key Stage. We aim to build on the excellent introduction the children have had to reading. Year One children continue to read and share illustrated stories. These stories are often used to build the bridge between reading and writing.

The children's phonological skills are tested at the end of Year One as they are nationally through the Phonics Screening Test. By the end of the year, children are also introduced to chapter books, which allows the children to enjoy a story over several weeks. The use of chapter books is further developed in Year Two where the children read along with more challenging books in order to stimulate discussion based round predicting the plot lines, discussing the characters and making comparisons between authors.

### 3.4 Knowledge & Skills Overview – KS2

In Key Stage Two, our aim is to continue to develop a love of reading by building on the skills and knowledge that children have learned throughout Key Stage One. Core texts are selected carefully to ensure that children are exposed to a wide range of genres. These are taught through 'Whole Class Reading' sessions which focus on the teaching of statutory requirements using the reading content domains. Throughout lessons, children are exposed to comprehension questions in a variety of formats. These aim to enhance their skills in both their written and oral work (for example, through debates). Every afternoon, Avonwood teachers celebrate books during 'Drop Everything and Read' (D.E.A.R) time by reading to their class. Independent reading (both within school and at home) is continually encouraged within Key Stage Two and children have regular access to the school library. Comprehension skills are formally tested at the end of Year Six. To ensure that children are ready to undertake such testing, they are given regular opportunities to answer more formal comprehension questions within the given time limit.

## 4.0 Reading Curriculum Resources

### 4.2 Lesson Structure

Reading lessons are planned against the 10 Key Principles of Reading. This ensures consistency within the teaching of reading, and children are exposed to key skills that promote reading for pleasure within all lessons.

### Key Principles of Reading

*In ALL whole class reading sessions there must be evidence of the following:*

1. Provide pupils with the opportunity to develop their **inference skills** through a quick starter activity.
2. Ensure that children are given the opportunity to develop their **reading fluency**.
3. Focus on the children being **questioned on the main ideas summarising** key events/information before analysing in detail.
4. **Pre-teach tricky vocabulary**, applying visuals and the teaching of **phonics**.
5. Children should take part in **choral, cloze or group reading**
6. Teachers should ensure that all children are engaged and enjoying the text being read. **Reading for pleasure is key**.
7. Whenever teaching reading, the **class teacher will model an expressive reading style**. Through the varying of tone, **pace** and expression, plus clearly following the punctuation, teachers will provide a quality model to pupils.
8. Within whole class reading, ensure sufficient time for **some independent learning**.
9. Ensure some of the comprehension work is oral and **provide pupils with model answers** to discuss and analyse. These will guide pupils' efforts when they are composing written answers.
10. At the end of the lesson, or within it, include a **further exciting activity** within the session. This can be using a film clip, statements, prediction, true or false or a task from the suggest reading activity handout.

### 4.4 Assessment

Avonwood Assesses pupils' reading and comprehension skills using the termly PIRA assessment (Year Six are an exception to this, who instead use previous SATs papers). This generates both a class and year group report to identify which children are reading 6 months below their current reading age. Fluency and accuracy are assessed through whole class reading instruction lessons, whereby children are asked to read aloud. Children who are still following the book banding scheme are listened to read individually on a regular basis; assessment of the book bands will take place to evidence that they are ready to progress to the next colour. We have the PM Benchmark tool to assist with this. Key words for reading are also assessed in Foundation and Year One linked to the phases 2 – 5 words following the phonic scheme. Initially, this is linked to the skill of decoding and blending to read, as well as focussing on whole word reading for tricky words.

Key	Score	Year level	1	2
Code of marks	1-5	Electronographic age	years	months
Year level	1-5	Decoding		Marked
Word reading	1-5			
Accuracy	1-5			
Fluency	1-5			
Reading strategy				
Comprehension				
Marking scheme				
Reading Age		Reading Score	Raw Marked Band Score	Standardised Score

Autumn, Year 2

Sam got ill. His throat hurt. His ears hurt. He had a headache. He sneezed. "Sam, can you come and show us how to do it?" called Mrs Jacobs.

Sam looked up. He didn't know what Mrs Jacobs wanted him to do. He all worked. He knew that if he stood up he put his hand down on his hand or wanted his mum. He knew that Mrs Jacobs. He knew that Mrs Jacobs didn't like it when children didn't do what she told them to do.

10. What is this story about? Circle your answer.  Jacob  Sam  Mum. *Every question is mapped to National Curriculum content domains, allowing question and strand-level reporting.*

11. Where was Sam? Circle your answer.  in bed  at school  at home  at the shops. *Variety of question types.*

12. Find and copy the words from the text to say where Sam hurt.

13. Write one thing Sam did when Mrs Jacobs asked him a question.

14. *Increased number of 3 mark comprehension/inference questions in Years 3 and 4, 2 mark questions in Years 3 and 4 and 1 mark evidence questions in Years 1 and 2.*

## 5.0 Roles and Responsibilities

### 5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work.

### 5.2 Subject Leader

The role of the subject leader is inclusive of a range of actions:

- Plan a progressive Long-Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our pupils, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit.
- Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through a variety of methods:
  - learning walks
  - book looks
  - pupil voice
  - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

### 5.3 Senior Leadership Team

Each subject will have an SLT link who has their own actions to follow:

- Support the subject leader to:
  - Be an advocate for the subject.
  - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice.
  - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
  - Implement their action plan.
  - Work together so that school priorities can be identified and prevent all subjects from being promoted and developed at the same time.