

Rothwell Schools - Reading Curriculum



Intent:

At Rothwell Schools we value the importance of reading. We recognise that it is crucial for children to be able to decode and blend sounds to read and understand what they have read to be able to access all learning in school and to become successful in their adult lives. As children learn to read, they can discover new facts and learn to ask questions to find out more. They develop their imagination and foster a love of language and literacy.

We are committed to every child having the opportunity to becoming fluent, confident readers who can comprehend the high- quality texts they have experienced, drawing on their own personal experiences to understand the world in which they love.

Implementation:

At Rothwell Schools, we start teaching phonics in Reception and follow the Read Write Inc programme, 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 Rothwell Schools, 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.

At Rothwell Schools, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Foundations for phonics in Nursery

The teaching of reading starts before they come to school but it is crucial that in the Early years, they are provided with a progressive curriculum to ensure they can build on their phonological awareness and access high quality texts. 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

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

Daily phonics lessons in Reception, Year 1, Year 2

Every day, the children at our schools we have a 45 minute phonics session. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Thursday and Friday, we review the week's teaching to help children become fluent readers. Children in Reception, make a strong start to learning to read as teaching begins as soon as the baseline assessments have been completed. We follow the Read Write Inc programme expectations of progress:

- Children in Reception are taught to read and spell words using set 1 and set 2 sounds and words with adjacent consonants with fluency and accuracy.
- Children in Year 1 review set 2 sounds and are taught to read and spell words with set 3 sounds with fluency and accuracy.

Assessment for learning takes place on a daily basis and if any child requires additional support then one-to-one interventions are put into place to ensure that they can be successful in developing their early reading skills. In addition, children are formally assessed every 6 weeks to ensure that they are retaining the phonemes and graphemes covered within the lessons.

During the storybook part of the phonics lesson, children practise applying the phonics they have learned to read a real text. The books are carefully matched to the sounds and words children already know, helping them read successfully and build confidence. Children read with the teacher and a partner, using the sounds they have learned to become accurate, fluent and confident readers while developing their understanding of the text.

Following these phonics lessons, children will bring books home to practice their reading further. This will include:

- **An RWI Paper Copy Book**, which is the text they have been reading in school during the week.
- **An RWI Book Bag Book**, carefully matched to the phonics learning they have been covering in class.
- **A Library Book**, chosen for **reading for pleasure** to encourage a love of books and storytelling.

Red words

Within the Read Write Inc programme, children are also taught to read red words in line with the expectations of the National Curriculum. Red words are high-frequency, tricky words that children learn to read by sight. They are introduced through the RWI programme and are practised daily in reading books to help children become fluent readers.

These words include:

I	the	you	your	said	was	are
of	want	what	they	to	he*	me*
we*	she*	be*	no*	so*	go*	old*
her*	baby*	do	does	all	call	tall
small	many	any	one	anyone	some	come
watch	who	where	there	here	were	brother
other	mother	father	love	above	two	once
buy	worse	walk	talk	bought	caught	through
thought	whole	wear	could	would	should	great
saw*	why*	now*	how*	down*	over*	my*
by*	son	water	school*	ball	everyone	their
people	put					

Words with an * are only red for a while.

Year 2 and KS2

In Year 2, Autumn term 1, children will continue their phonics journey reading blue and grey books. Some children in Year 2 may need longer time to embed their phonics and may need to continue with their phonic learning as they progress through the school. The children who need this additional support will continue to follow the Read Write Inc programme to ensure that their gaps in learning are targeted so that they can be successful in becoming fluent readers. Children will only complete the Read Write Inc programme when they have shown fluency and accuracy in reading and can read grey books fluently. They will then move onto the Accelerated Reader programme.

	Learning opportunities	Text Characteristics	Approximate word count
Yellow – 2.5-2.9	Adapt to a variety of fiction, non-fiction, and poetry with growing independence. • Read silently and rapidly. Use punctuation to keep track of longer sentences.	Sentence structures becoming longer and more complex. Wider variety of genre but still illustrated. • Storyline may be more involved and reflect the feelings of the writer.	500-750

	• Solve most unfamiliar words by blending fewer common digraphs and recognising alternative spellings to read longer and more complex words. Predict content/layout/ story development. • Take more conscious account of literary effects and the formal language of non-fiction. • Begin to consciously use reading to extend speaking, writing, vocabulary and syntax.	• Some books with short chapters for more sustained reading. • Characters are more distinctive and rounded than at earlier levels. • Non-fiction texts cover an increasing curriculum range and different text formats. • Alphabetically ordered texts, i.e. dictionaries and simple encyclopaedias, glossaries, indexes	
Purple – 3.0-3.9	Read silently, sustaining interest in longer text, returning to it easily later. • Use text more fully as a reference and as a model and find information in texts more flexibly. • Notice the spelling of unfamiliar words and relate to known words. • Show increased awareness of vocabulary and precise meaning. • Express reasoned opinions and interpretations about what is read, and compare texts	Storyline or theme sustained over a longer period with chapters or subsections. • Sentence structures may be longer, with more subordinate phrases or clauses. • Characters may be more fully developed with more than one point of view expressed. • Information/action implied, not spelled out. May contain more metaphorical or technical language. • Non-fiction texts in a broader context and include more detailed information.	Approx. 1200
Green – 4.0-4.9	Recognise text type and predict general content, returning easily to them after a break. • Read silently, adjusting speed to suit material and monitoring the meaning. • Rerun to make different interpretations of dialogue, complex sentences etc. • Make use of blurbs, glossaries, and indexes to locate information quickly and accurately.	Storyline or theme may be sustained over a longer period of time with chapters or subsections. • More unfamiliar, sophisticated terms including a greater range of verbs to suggest precise meanings. • Widening range of layout, genre, and writing style. • More metaphorical or technical language. • More technical vocabulary not supported directly by illustrations	Approx. 1500 - 2000

	- Express reasoned opinions about what is read, and compare texts. - Sustain meaning over many phrases for comprehension due to complex sentences	- Provides more complex plots and longer chapters that develop reading stamina. - Offers longer and more demanding reads for children to investigate and evaluate.	
--	--	---	--

Dark Blue – 5.0-5.4	Gives increasing opportunities for children to develop their skills of inference and deduction. Provides a widening range of genres including science fiction and biography, prompting more ways to respond to texts.	Approx 2000 – 3000
5.5 – 5.9	Longer reads to develop children's sustained engagement with texts that are more complex syntactically.	Approx 4000
Scarlett – 6.0 -6.9	More complex, underlying themes to give opportunities for children to understand causes and points of view. Offers fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books.	Approx. 5000 - 8000

By Year 6, we strive for all of our children to be selecting challenging, high-quality texts from our library.

In addition to this programme all children are given a wide range of reading opportunities:

1. Whole class reading
2. Reading together opportunities
3. Independent reading
4. Experiencing high quality texts through their class assigned texts. Teachers read these aloud to their classes daily.
5. Cross curricular reading.

Black

More complex, underlying themes to give opportunities for children to understand causes and points of view.

Offers fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books.

VIPERS READING APPROACH

At the Rothwell Schools, we teach our reading with the pedagogy of VIPERS. The structure of the lesson is outlined below:

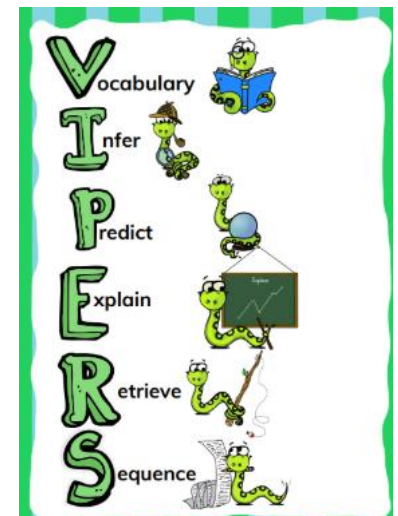
- The session lasts for 40 minutes and is completed daily.
- The book is from the chosen books for that term and is a high quality, challenging text. Every child has a copy of what is being used in the lesson.
-

Reading fluency: (approx 10 minutes)

- The teacher introduces the vocabulary that is challenging so the children can access the text and understand the words they hear.
- Children then engage in a 'skim and scan' activity and find the vocabulary just taught to increase pace and fluency.
- The children engage in echo reading to practice reading the text with prosody and the correct intonation.

VIPERS: (approx 30 minutes)

- During the 'I do' part of the lesson, the teacher introduces the question links to a VIPERS lens and models finding the answer in the text and uses a 'think aloud' approach to articulate how they found the answers (could be from the text or a pixl question that the children struggled with in a recent assessment window)
- The teacher models writing the answer on the board/reading working wall using the evidence they have found.
- During the 'we do' part of the lesson, the teacher introduces a second question links to a VIPERS lens and models finding the answer in the text and uses a 'think aloud' approach to articulate how they found the answers (will be from the text)
- The children discuss using talk partners the way in which to answer the question using the evidence they have found. Teacher obtains feedback and talks through the process with the children
- During the 'you do' part of the lesson, the teacher introduces the independent activity (between 2-5 questions) and children answer independently in their books



The reading focus will be a short passage linked to the current text being studied.

Year 1 60-70+ WPM
Year 2 70-90+ WPM
Year 3 90-100+ WPM
Year 4 110WPM
Year 5 115+ WPM
Year 6 120+ WPM

Importance of self-reflection and personal response for all reading

Within our reading core offer, we value the opportunity for children to participate in personal response. This allows children to develop an understanding of what they like to read and why. It develops a love of reading and passion for literature.

At Rothwell Schools, children are given the opportunity to reflect on their personal response to what they have read and are given sentence stems to support them to become confident in sharing their thoughts and feelings about texts they have studied.

I liked the (setting/character(s) /start/ problem/ending) because..... My favourite

One thing I noticed about the text was..... The most memorable part was..... The purpose of the text was.....

The text made me feel (happy/sad/surprised/tense/optimistic/angry/like laughing) The text was organised in.....

The text could have improved if..... I didn't like it because.....

Supporting the lowest 20% of readers:

At the Rothwell schools our lowest 20% of children will receive daily support with reading. This could take the form of Read Write Inc lessons, support within phonics lessons or an extra one to one intervention.

Home Learning:

1. In EYFS and KS1 Children will take home two decodable books matched to their phonic ability. These will be changed every Friday, to ensure challenge and progress.
2. In Year 2/ KS2 Children will take home an appropriate levelled book Accelerated Reader book which is changed on a weekly basis to ensure challenge and progress.

Children will also take home a sharing book from the library. This will be a book that they have chosen from the library but will not be a decodable book and will therefore be one to share with adults at home. They may need support with this book.

Spoken language:

At Rothwell Schools we recognise that language development is an important part of a child's development. It supports children to communicate. It also helps them to express and understand feelings.

Spoken language is a core element of learning to communicate but also lays the foundation for the reading and writing skills children will develop as they enter and progress through school. Having a solid foundation in spoken language will help children become successful readers and strong communicators as well as build their confidence and overall sense of well-being.

Reading for pleasure:

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

At Rothwell Schools, we read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children and our local community as well as books that open windows into other worlds and cultures. It is important to us that every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

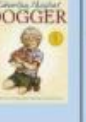
In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed. Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

We continue to develop our school library and we ensure it is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (buddy reading, book swaps, book fairs, competitions, author visits and workshops, national events etc).

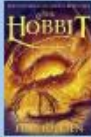
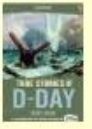
At Rothwell Schools we recognise the importance of reading aloud to our children. Reading aloud builds many important, fundamental skills including introducing a wide range of vocabulary, providing a model of fluent and expressive reading which in turns supports the development of comprehension skills. It supports children to develop an understanding of reading for pleasure as they can immerse themselves in imaginative worlds without focussing on the process of reading.

At Rothwell Schools, we ensure high-quality texts are shared with your children which are mapped out across all year groups to ensure there is progression across the school. The chosen texts expose children to a variety of genres, encouraging children to develop a love of reading in new areas that they may not have been exposed to outside of the school environment.

Our reading for pleasure spine, continues to develop but as a school we have worked with all stakeholders to develop a set of books which we feel are essential that every child reads as they journey through our schools:

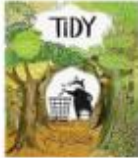
	Fluency Read	Non-Fiction	Poetry	Fiction												
Nursery	We're going on a Bear Hunt  T4W Link – Cumulative Tale	Peace at last 	The Very Hungry Caterpillar 	Rainbow Fish 	Elmer 	Prince Cinders 	My Hair 	One is a snail, Ten is a crab 	Hairy McClary 	Each Peach Pear Plum 	Ten little pirates 	Dogger 	Kindness makes me stronger 	Funny bones 	Whatever Next  T4W Link – Journey Tale	Beautiful Oops 
	Jasper's Broomstick 	I Love Me 	Look what I Found on the Farm 	One Day on our Blue Planet 	This is How We Keep Healthy 	Colours, Colours Everywhere! 	Meet the Weather 	Lifesize Baby Animals 	Shark in the Park 		The Puffin Baby and Toddler Treasury 					
	Nursery take part in daily rhyme time sessions.															
Reception	Handa's Surprise  T4W Link – Finding Tale	The Tiger who came to tea 	Mog the Forgetful Cat 	Oliver's Vegetables 	The Colour Monster 	Ruby's Worry 	Something Else 	Good Little Wolf 	And Tango Makes Three 	How to Catch a Star  T4W Link – Wishing Tale	Walking through the Jungle 	The Gruffalo 	Brown Bear, Brown Bear, What Do You See?  T4W Link – Cumulative Tale	Farmer Duck 	Ol Frog 	The Lion Inside 
	On the Way Home 	Giraffes Can't Dance 	Where Does My Food Come From? 	Rosa Explores Life Cycles 	Things that Go! 	My First Heroes Medicine 	Police Officer 	Why Should I Brush My Teeth? 	Commotion in the Ocean 		Seaside Poems 		In the Early Years, children will also read the following Traditional Tales: - Three little pigs - Little Red Riding Hood - Three Billy Goats Gruff (T4W Link – Defeat the Monster Tale) - Gingerbread man - Little Red Hen - Goldilocks and the Three Bears			
	Reception take part in daily rhyme time sessions.															

Year 1	Grandad's Island  T4W Link – Fast Forward Story	The Queen's Hat 	The Bear and The Piano 	The Way Back Home  T4W Link – Journey Tale	The Slightly Annoying Elephant 	How to Wash a Woolly Mammoth  T4W Link - Instructions	The Tunnel  T4W Link – Warning Tale	Last Stop on Market Street 	The Everywhere Bear  T4W Link – Journey Tale	Stardust 	The Jolly Postman  T4W Link - Recount	The Dot 	Where the Wild Things Are  T4W Link – Defeat the Monster	On Sudden Hill 	Jabari Jumps 	Rosie Revere Engineer 
	The Proudest Blue 	Shine 	Here We Are 	A Planet Full of Plastic 	Life Savers 	Counting on Katherine 	The Big Book of Blooms 	Can We Really Help the Bees? 	Poems Aloud 	The Lost Words 	A First Book of the Sea 	The Puffin Book of Fantastic First Poems 	T4W Link – Information Texts			
Year 2	Flat Stanley 	George's Marvelous Medicine  T4W Link – Journey Tale	The Hodgeheg  T4W Link – Journey Tale	Somebody Swallowed Stanley 	The Princess and the Pea  T4W Link – Traditional Tale	Traction Man 	Meerkat Mail  T4W Link – Recount/ Diary	Gorilla 	Jack and the Beanstalk  T4W Link – Defeat the Monster	Look up 	Pumpkin Soup 	Moth: An Evolution Story 	How to Sneak Your Monster into School  T4W Link - Instructions	Queen Victoria's Bathing Machine 	The Invisible 	I can't, do that yet 
	Dinosaurs and All That Rubbish  T4W Link – Warning Tale	Mimi and the Mountain Dragon  T4W Link – Finding Tale	Life Size Bugs 	Marvellous Body: A Magic Lens Book 	Why Do We Wear Clothes? 	The Sea Below My Toes 	The Great Fire of London 	David Attenborough 	The Best Children's Poetry from Agard to Zephaniah 	Crazy Mayonnaise Mum 	Ready for Spaghetti 	Heard it in the Playground 	T4W Link – Information Texts			

Year 5	The Explorer 	The Nowhere Emporium 	Who let the Gods Out 	Why did the Shang write on turtles? 	Under your feet: Soil, Sand and everything underground. 	The Ancient Olympic Games 	Let's Celebrate: Poems from around the World 	The Highwayman 	When Poems Fall From the Sky 	Lao Lao of Dragon Mountain 	What a wonderful Phrase 	The Corinthian Girl 	Wonder 	Cogheart 	Marcy and the Riddle of the Sphinx 	Hansel and Gretel 
	Fluency Reader (1)	Fluency Reader (2)	Fluency Reader (3)	Non-Fiction	Non-Fiction	Non-Fiction	Poetry	Poetry	Poetry	Picture book	Picture book	Picture book	Fiction	T4W	T4W	T4W
Year 6	The Thief Who Sang Storms 	The Hobbit 	Holes 	True Stories of D-Day 	Churchill biography 	Shackleton's Journey 	Charles Darwin And the Beagle adventure 	Rose Blanche 	Freedom Catherine Johnson 	Oxford Treasury of Classic Poems 	War of the Worlds 	The Final Year 	The Boy at the Back of the Class 	The Hound of the Baskervilles 	Neverending Story 	Shakespeare 
	Fluency Reader (1)	Fluency Reader (2) T4W	Fluency Reader (3) T4W	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Fiction	Fiction	Classic Poetry	Classic Text	Fiction	Fiction	T4W	T4W	T4W

Forest School Reading Spine – Infant School

The wonderful selection of Forest School books have been chosen carefully to represent the natural environment and support the children's development of their understanding of the natural world around them, whilst also nurturing their love of reading. Fostering a love of reading supplements the forest school principles of a holistic approach to learning.

Leaf Man 	Tidy 	Everybody's Welcome 	Pumpkin Soup 	Where the Wild Things Are 	The Tree Keepers 
Into the Forest 	The Oak Tree 	The Lost Words 	Once Upon a Raindrop 	Meet the Weather 	Stanley's Stick 