

## Reading

### INTENT - to what do we aspire for our children?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. 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.

Source: National Curriculum (updated Jan 2021)

Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background. Children need to learn to read as fluently as possible and be motivated to continue reading. Reading offers important emotional benefits, enabling children to talk about their feelings. To the individual it matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone.

The Reading Framework (2021)

#### At HPPS, reading develops the school's four key drivers in the following ways:

##### Excellence

- Pupils receiving a strong start from the very beginning of reception
- Pupils receiving a daily diet of excellent reading teaching.
- Following a curriculum deliberately designed to be ambitious and aspirational, ensuring that every child leaves our school seeing themselves as a successful, competent, confident reader.
- Drawing on the latest research around explicit vocabulary instruction, reading fluency and key comprehension strategies, this curriculum is a synthesis of what we know works in helping children make outstanding progress in reading and a distillation into consistent, well-structured practice.

##### Character

- Pupils embracing the challenges of an ambitious and demanding curriculum.
- Pupils making informed responses.
- Pupils developing greater self-awareness.
- Pupils expressing opinions with clarity, pride and confidence.

##### Community

- Excellent teaching being supplemented by regular opportunities to engage with shared reading experiences, promoting the joy of reading with the whole school community.
- The rich, diverse literature spine acting as both a mirror so that every child can see themselves in the core texts and as a window to engage pupils with experiences beyond their own field of reference.

##### Equity

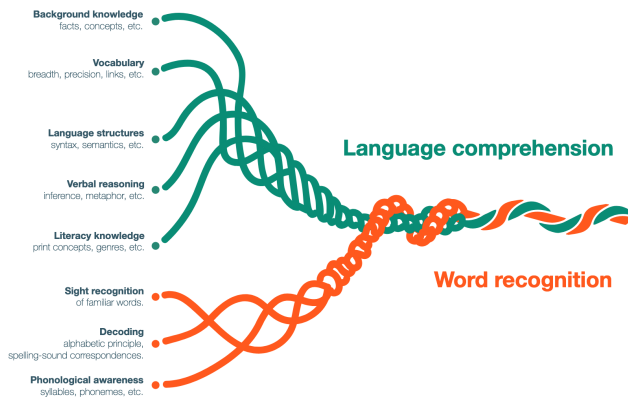
- Creating a thriving reading culture so that every child learns to read regardless of background, needs or ability.
- Developing greater awareness of the lives of different individuals and groups of people.
- Being respectful of - and interested in - other people's opinions and ideas.

#### Aims of the Reading Curriculum

- to create a thriving reading culture at HPPS so that every child learns to read regardless of background, needs or ability
- for all children to leave our school able to read fluently with automaticity
- for all our children to leave our school able to read aloud with prosody
- for all children to leave our school with the confidence and comprehension skills required to access secondary education
- for all children to know and use a rich vocabulary
- for all children to read for pleasure

We aim to achieve this through teaching a highly ambitious and aspirational curriculum that includes:

- Explicitly teaching vocabulary
- Explicit opportunities to develop fluency
- Explicitly teaching core reading strategies
- Exposing children to high quality literature and a broad set of texts that reflects a diverse community



Over the course of their time at Headley Park, children are supported to develop competence with the various strands that come together to form a competent, effective and fluent reader (the strands of reading in Scarborough's Reading Rope).

### Long term sequence

It is our intention that pupils become a little more expert as they progress through the curriculum. Our curriculum follows the principles of instruction, is guided by understanding how the memory works and cognitive load theory.

### Chosen programmes

Our curriculum starts in EYFS. We follow the EYFS Statutory Framework for Literacy and the National Curriculum for reading in Key Stage 1 and 2.

### Phonics

We use 'Unlocking Letters and Sounds' to introduce synthetic phonics systematically. Children are initially taught letter sounds and are then introduced to letter names and taught to blend sounds in order to read whole words. Children read phonetically decodable books matched to their accumulated GPC and common exception word knowledge, so that pupils master phonics and foster a love of stories and reading fluency. This begins in the EYFS and continues into Year 2.

[See this phonics progression document to see what sounds are taught at what stage and why.](#)

Children read phonically decodable books which enable them to apply the knowledge they acquire in phonics lessons in a meaningful context and experience success in reading. Decodable readers are practised regularly in school and at home. Decodable readers are used until children are secure at phases 2 - 5.

Alongside this, children are exposed to a wide variety of high quality texts where they are exposed to vocabulary beyond their reading ability. Although decodable books are used primarily in early years and year 1, from year 2 they are used as part of the reading curriculum for pupils needing to catch up, including those new to English and with SEND.

### Transition to 'free reading'

Once secure in phonics, children begin a supported transition towards 'free reading'. Children will choose from a range of books in the 'early free reading library'. 1:1 reading with an adult is used to ensure pupils continue to make progress. Children read 1:1 at least once per fortnight. When children begin reading early free reading books, adults use PiXL prosody checks to assess pupils' fluency and ensure children are reading a text accurately matched to their current reading ability. Once teachers are confident that pupils are reading these books fluently, children will then choose books from their year group library.

### Fluency

When children are able to decode effectively, we focus on fluency which is the skill of reading at a conversational level, with appropriate pace and intonation and few errors. Fluency is not an end in itself but a gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is read.

We aim for all of our pupils to be fluent readers at the end of Key Stage One.

### **Support**

We recognise that reading is key to unlocking the wider curriculum and provide additional support that is informed by the latest assessment information. In all year groups, the first 20% readers are identified and the appropriate support is put in place to promote rapid progress. This may include additional bespoke 1:1 intervention to address specific gaps or PiXL intervention. The first 20% is reviewed regularly. Where possible, we also seek to create a keep up, not catch up culture. As a result, same day intervention is used where possible to ensure any gaps in knowledge and skill are filled quickly. In Reception and Year One for example, daily phonics interventions target pupils who are not yet secure in particular phonemes.

### **Year 1 - Year 6**

#### **CUSP reading**

We follow the CUSP reading model from Years 1 to 6. This approach is built on a vast array of evidence including:

- Shanahan and Rasinski - Fluency instruction
- Rosenshine – Explicit strategy instruction
- Law et al – Explicit vocabulary instruction
- Lemov, Didau ... - Deep, rich and ambitious texts
- Pankin and Mayer – Building schema

#### **Reading in the Early Years**

At Headley Park, we follow the EYFS Statutory Framework for Literacy. The teaching of reading in Early Years supports the development of linking sounds to letters and understanding that from this we can read and write. Children will begin to recognise print in their environment and start to understand that this is one way of communicating with one another. It is vital that children understand that print carries meaning and that they are able to engage with this essential element of communication and the high importance it holds. We actively promote the importance of reading through stories, songs and poems in a variety of different contexts and for different purposes, using a wide range of media. We ensure that children are exposed to a range of quality texts that promote interest and a love of stories and reading.

We follow themes of learning within the EYFS and each term we share 3-4 core text books linked to our termly theme. We discuss how print conveys meaning and children are taught how to locate a word and are shown directionality. Intonation is modelled by the adults reading the books and comprehension and inference questions are asked at the end of the story.

Each week we have 3-4 focus children. During a child's focus week they bring in their favourite book to share with the class. This helps to foster a love of reading.

Children in Reception are given a book bag which they are encouraged to bring to school each day, in order to promote good reading habits. Children in Nursery take home a story to share with their family and Reception children take a phonically decodable book matched to their accumulated GPC knowledge and a book to share for pleasure.

Children in Reception take part in a weekly guided reading session. At the end of each week they will be sent home a decodable book that is accurately matched to their decoding ability. The first 20% will be read with regularly in addition to their guided reading session. Parent volunteers will hear readers who don't regularly read at home.

Reading and phonics workshops are held to support parents to help their children learn to read and to engage them with school.

Phonics and reading are assessed regularly. Teachers complete an online tracking sheet for each child on Insight (assessment tracker), highlight the EYFS profile and through the use of core group meetings identify the children who need intervention to help keep up.

### **The Reading Environment and Entitlement:**

At Headley Park, our learning environment promotes a love of reading. We have a school library located in the middle of our school, which children visit regularly with their class and in small groups. Every class has a book corner, which promotes quality books and authors.

### Book Corners

In Early Years, book corners have a mix of fiction and non-fiction books. These books may be ones which have been shared with the whole class at storytime, linked to the current topic or class favourites. This enables children to develop their vocabulary and practise reading and talking about familiar stories. Books will also be found in every area of the classroom to help children see that reading is important in all areas of learning.

### Year Group Libraries

Each year group has a library of age appropriate, high quality texts. These contain a range of fiction and non-fiction books and picture books (in Key Stage 1) which are linked to topics they study across the curriculum, texts from previous reading, English lessons or class favourites.

While a child is still learning to decode and reading phonics books or moving towards fluency through a selection of early free reading books, they take home an additional book to share at home.

Once they are considered a 'free reader', they select books from their year group libraries to read at school and at home.

### Core Texts

Each cohort has a suite of core texts that forms the depth study for the academic year: the Literature Spine. Some are aligned with our wider curriculum subjects, such as science, and/or English (writing) units. These core texts are complemented by supporting texts, designed to strengthen the children's understanding. In addition to the Literature Spine, there are core poems that each year group studies in depth.

#### Literature Spine EYFS-Y6

These core texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the primary years. As well as providing joyful literary experiences, these texts include diverse representation, relevant social issues, big ethical questions and moral dilemmas.

Here is an example:

## Year 1: Thematic mapping

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Beegu:</b> Contemporary narrative picture book. Themes of loneliness, transition, isolation and friendships.</p>	<p><b>The Storm Whale:</b> Contemporary narrative picture book. Themes of loneliness, caring for animals, kindness and working parents.</p>	<p><b>The Tale of Peter Rabbit</b> Heritage text and seminal female author. Archaic language and anthropomorphism. Themes of theft, animal cruelty and trespassing.</p>	<p><b>Here We Are</b> Contemporary narrative picture book. Themes of kindness, tolerance and environmental responsibility. Guide to understanding our place in the world.</p>	<p><b>There's a Rangan in my Bedroom</b> Contemporary narrative picture book and information text. Female protagonist. Highlighting issues around deforestation and endangered species.</p>	<p><b>The Lion Inside</b> Contemporary rhyming narrative poem. Themes of courage, self-confidence and friendship. Highlights differences in how we make our voices heard.</p>
<p><b>Where the Wild Things Are:</b> Classic picture book. Themes of anger and frustration, time out and forgiveness.</p>	<p><b>The Owl and the Pussycat</b> <b>Edward Lear:</b> Heritage poem and seminal poet. Archaic language and nonsense words.</p> <p><b>Aesop's Fables – The Boy Who Cried Wolf:</b> Heritage text. Story with a moral. Essential cultural reference. Themes of lying, trust and community.</p>	<p><b>Look Up!</b> Contemporary narrative picture book. Female black protagonist who aspires to be an astronaut. Reference to Mae Jemison. Themes of family, siblings, self-doubt and enthusiasm.</p>	<p><b>Chocolate Cake</b> <b>Michael Rosen</b> Humorous contemporary poem. Themes of temptation, over-indulgence and forgiveness.</p>	<p><b>And Tango Makes Three</b> Contemporary narrative picture book and information text. Themes around same sex parents, adoption, blended families, kindness and tolerance.</p>	<p><b>Aesop's Fables – The Hare and the Tortoise</b> Heritage text. Story with a moral. Essential cultural reference. Themes of pride, vanity, complacency, patience and perseverance.</p> <p><b>The Proudest Blue</b> Contemporary narrative picture book. Female Muslim protagonist and author. Narrates a child's first day wearing a hijab. Themes of difference, inclusion, courage, faith, family and resilience.</p>

Continuity of author

Heritage text

BAME author or protagonist

Strong female role model

Specific social, ethical, moral issue

### Reading at home

All children take home books to read from school. Children in Early Years and Key Stage 1 are sent home with a fully decodable book until they complete the phonics programme at which point they move to a non early free reader. They also take home one high quality picture book to share with an adult as we recognise the importance of promoting reading for pleasure. Children in Key Stage 2 take home an early free reader until they are considered 'free readers'. At this point teaching staff help guide pupils' book choices so that they read widely, make appropriate choices and develop an enthusiasm for reading.

Children from Reception to Year 6 are expected to read at home regularly and this forms a central element of our homework policy. Reading journals should be completed each time a child reads at home. They will be checked weekly by a member of staff.

To help parents support their children with reading at home we run workshops for parents in each phase and guidance is shared with all families. We also hold a variety of community events during the school year which aim to promote a love of reading while providing examples of how to read aloud with children.

### Reading for pleasure

Each day, all children have a timetabled Book Club session. These sessions are:

- In Years 1 and 2, predominantly used for teachers to read aloud, sharing high quality literature and modelling reading.
- In Years 3 to 6, used for a combination of:
  - Reading 1:1 with children (ensuring **all** children are read with at least once a fortnight) while other children choose what to read independently.
  - Teacher read aloud time (to cover key chapters of core texts).
  - Time to review and recommend books.

### Events

We also aim to encourage a love of reading through events like celebrating World Book Day, trips to the local library and author visits.

### Headley Park Habits

Each of our Headley Park Habits has a story that symbolises or represents that habit. Children learn and are able to retell these stories. They are often used in assemblies and referred to throughout the school.

## IMPLEMENTATION - how will we deliver the curriculum?

### Linking curriculum and pedagogy:

Our reading curriculum is taught across each year in blocks that enable pupils to develop their fluency, prosody and comprehension skills and develop their vocabulary and knowledge of the world. Each block builds upon prior learning, with opportunities to introduce and revisit key concepts in order to deepen pupil understanding and embed learning.

### Phonics

We follow the Unlocking Letters and Sounds programme. Each session includes 5 elements. They are:

- Revisit
- Teach
- Practise
- Apply
- Revise (Address misconceptions)

Phonics is taught daily in both Reception and Year 1. Children in Year 2 will also take part in phonics lessons at the beginning of the school year until they have secured and embedded their phonics learning. Children in Reception and Year 1 will also take part in a

guided reading session once a week and they will take home a decodable book which is matched to their accumulated GPC and common exception word knowledge.

### Year 1 - Year 6 - CUSP Reading

- Teachers plan reading sessions following (and adapting where necessary) the units from the CUSP scheme of work.
- Lesson structure will follow our teaching model – Connect, Explain, Example, Attempt, Apply and Challenge.
- All children will work together on the **same lesson content at the same time** and some content will be scaffolded for specific pupils.
- Children will work from pupil task strips that help teachers to structure lessons, and will be encouraged to engage in deep discussion around texts as the precursor to written responses.

### Key Stage 1 - Structure

- Children in Years 1 and 2 receive high quality daily phonics teaching (30 minutes).
- In addition they receive whole class reading lessons.
- Explicit reading fluency and prosody training is built into the structure.
- Explicit vocabulary instruction underpins each session.
- Children will be exposed to challenging texts above their level of decoding ability.
- Lessons act as a very structured story time where pupils can be fully immersed in demanding text above their level of independent decoding but with high quality strategy instruction.
- Opportunities for children to read independently during lessons will use texts or extracts that match the children's decoding ability.

### Key Stage 2 - Structure

- Children in Years 3 - 6 receive a daily 45-minute explicit whole class reading lesson.
- On a Monday, Thursday and Friday the lesson is structured around a core text.
- On a Tuesday and Wednesday the lesson is set around bespoke extracts that link to the core text.
- Explicit reading fluency and prosody training is built into the structure.
- Explicit vocabulary instruction underpins each session.
- In the first week there is a focus on retrieval skills.
- In the second week there is a focus on inference skills.
- Other reading skills are taught proportionally over the units.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class reader <ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Summarising/ comparing/ predicting</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Retrieval skills</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>• Timed practice</li> <li>• Explicit vocabulary instruction</li> <li>• Retrieval skills</li> </ul>	Multiple text study, inc. Class reader <ul style="list-style-type: none"> <li>• Explicit vocabulary instruction</li> <li>• Retrieval skills</li> </ul>	Class reader <ul style="list-style-type: none"> <li>• Understanding themes</li> <li>• Authorial intent</li> <li>• Personal response</li> </ul>
Week 2	Class reader <ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Summarising/ comparing/ predicting</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Inference skills</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>• Timed practice</li> <li>• Explicit vocabulary instruction</li> <li>• Inference skills</li> </ul>	Multiple text study, inc. Class reader <ul style="list-style-type: none"> <li>• Explicit vocabulary instruction</li> <li>• Inference skills</li> </ul>	Class reader <ul style="list-style-type: none"> <li>• Understanding themes</li> <li>• Authorial intent</li> <li>• Personal response</li> </ul>

Pupil task strips:

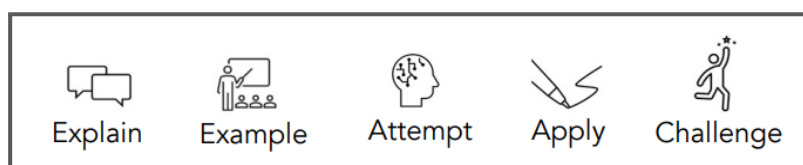
- Designed to build conceptual fluency
- Provide a framework for response that scaffolds pupils towards independence
- Expose children to a diverse range of question frameworks
- Embed opportunities to challenge pupils thinking - going deeper within question frameworks

## Lesson design

### CUSP Reading Lesson Design (Y1 - Y6)

Lesson Design			
	Explicit vocabulary instruction	Explicit fluency instruction	Direct strategy instruction
<b>Why</b>	<i>Provide children with the meaning of words (not expecting pupils to guess meaning) beyond definition including the receptive stage (what pupils understand) and expressive stage (how pupils use the language)</i>	<i>Opportunity to develop pupils reading fluency in every lesson (teaching how to read supports the development of the understanding of what we read)</i>	<i>Lessons follow the same structure so that pupils become familiar with the lesson design and can then focus on the taught content</i>
<b>What</b>	Multi-faceted approach to explicit vocabulary instruction	Prosody instruction	Explicit instruction of reading strategies (exemplified in planning and pupil task strips)
<b>Strategies</b>	Stages that are focused on over time (not in one section of the lesson): Decode Define Apply Connect Analyse	Echo reading Read long Read aloud Paired reading Text marking Repeated reading Pre-reading Performance reading	Explain (core concept) Example (my turn) Attempt (our turn) Apply (your turn) Challenge (go deeper)
<b>KS1 Timing</b>	10 minutes	10 minutes	25 - 30 minutes
<b>KS2 Timing</b>	5 minutes	5 - 10 minutes	15 - 20 minutes

The stages of learning within a lesson are signposted to the pupils using the following:



These can sometimes be referred to as 'I do', 'We do' and 'You do'.

## IMPACT - how do we know our curriculum is effective?

### Assessments

A range of assessments are used, formatively and summatively, to judge progress and areas for support:

#### Formative assessment

- Quality first teaching
- In the moment assessment, addressing misconceptions straight away
- Pupils' reading books
- Pupil book studies

- PiXL interventions

### **Summative assessment**

Non-statutory:

- Year 3 - 5 PiXL assessments
- Phonics assessments

Statutory:

- Early Learning Goals (Comprehension and Word Reading)
- Year 1 Phonics Screening
- End of KS1 SATs reading papers
- End of KS2 SATs reading paper

### **High quality outcomes:**

**Pupil's reading books and pupil book studies will:**

- capture increasing understanding of knowledge and skills
- demonstrate a clear sequence of learning
- facilitate a quality opportunity for practising and developing oracy skills

### **Pupil Voice**

In lessons and pupil book studies, pupils can:

- recall titles and authors/poets of books/poems they have read
- define and use new vocabulary
- talk knowledgeably and confidently about what they have read
- articulate their understanding of a specific comprehension skill
- give their own opinion
- support their answers with evidence
- talk about their progress regardless of starting points
- articulate their understanding of the role of feedback
- demonstrate pride, awareness and effort