



# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy - Primary Reading**

**Harlescott Education Centre**

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## **AIMS AND PRINCIPLES**

The overarching aim for reading in the new national curriculum is to promote high standards and to develop a love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all Students:

Read easily, fluently, confidently 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, writing and spoken language
- appreciate our rich and varied literary heritage

## **PURPOSE OF STUDY**

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words (sight vocabulary). Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners and less skilled readers when they start at Harlescott Education Centres. The Read Write Inc. phonics programme is used across both KS1 and KS2.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through Students' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Students are exposed to a wide range of fiction and non-fiction texts, this may be through Students reading to themselves or adults, through stories being read to Students and also through study of texts within literacy and across the curriculum.

## **Shared Placement Offer**

Students attending with the Shared Placement Offer, attend TMBSS for either a morning or an afternoon placement for four sessions each week alongside a partner school. Shared placements are 16 weeks in length. As students only spend 40 % of their education time at TMBSS the literacy curriculum is not covered in the same depth as if a student accessing fulltime mainstream/ specialist school.

Literacy lessons are timetabled in the morning session for a minimum of 1 small group session per week and 1 small group session during the afternoon session. Students also engage in daily, bespoke interventions to develop their mathematical skills. These are identified on the teacher's weekly planning.

## **Six Day Provision**

Students may attend TMBSS following a Permanent Exclusion and take up a Six Day Provision place. This type of placement is to ensure a student has access to education whilst waiting for a new mainstream placement through the Fair Access Panel. The length of this placement is approximately 13 weeks.

## Curriculum Planning for Reading

Children who are assessed using the Read, Write, Inc. (RWI) Online Assessment as not yet having a comprehensive knowledge and understanding of phonics are placed on the RWI scheme. These children can be further assessed using RWI assessment passages, performance on these passages determines the level students enter the RWI scheme.

Each child has a Student Centred Plan (PCP) which is reviewed termly. In most instances a PCP has a reading target which is informed by these assessments. Teachers plan activities and foci according to these targets.

PCP targets are shared with all adults via individual bookmarks. These bookmarks give suggestions for development of; vocabulary, inference, explanation, retrieval, prediction and summary.

In Key Stage (KS) 1 reading activities are planned on a weekly basis in order to ensure a diverse approach which offers the best chance of nurturing a positive attitude towards reading. Children are assessed using the RWI assessment and taught 1:1 using the Fast Track Tutoring intervention to close the gaps.

In KS2 where teachers have children accessing the RWI phonics scheme they are guided by planning sheets providing a repeating structure. If the children are still learning their sounds, they will be receiving the Fast Track Tutoring or F intervention programme. If the children are in KS2 but need support for reading fluency and comprehension with a higher age interest, they will receive the Fresh Start Intervention programme.

Where children in KS2 are choosing freely teachers monitor suitability of choices through listening to individuals read. Children also have access to PurpleMash texts and comprehension opportunities.

In KS1 Literacy sessions for comprehension are based around storybooks. The focus in these sessions is on children giving verbal responses allowing development of depth in expression and reasoning.

Within the RWI books that the children use to decode and read with an adult there are questions at the back. Children are encouraged to refer back to the text to identify the information needed to answer the questions. These questions are built upon by the teacher to show a deeper understanding, giving opportunity for the children to reason and explain in more detail.

In KS2 reading activities reflect those used in KS1 if appropriate. Where children have moved beyond the decoding stage activities are more often focussed on achieving appropriate fluency and discussion for comprehension.

The following programme of study follows the statutory requirements of the 2014 National Curriculum. The programme of study for reading at key stage 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

## Year 1 programme of study (statutory requirements)

### READING

#### Word reading

Students should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions, e.g. *I'm, I'll, we'll*, and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

### READING

#### Comprehension

Students should be taught to:

*develop pleasure in reading, motivation to read, vocabulary and understanding by:*

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond
- that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart

*understand both the books they can already read accurately and fluently and those they listen to by:*

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

## **Year 2 programme of study (statutory requirements)**

### **Reading**

#### **Word reading**

Students should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic
- decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far,
- especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same GPCs as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

### **READING**

#### **Comprehension**

Students should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can
- read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting
- some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary
  - provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
  - participate in discussion about books, poems and other works that are read to them

and those that they can read for themselves, taking turns and listening to what others say

- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## **Years 3-4 programme of study (statutory requirements)**

### **READING**

#### **Word reading**

Students should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

#### **Comprehension**

Students should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these



## **Years 5-6 programme of study (statutory requirements)**

### **READING**

#### **Word reading**

Students should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet

### **READING**

#### **Comprehension**

Students should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience-understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

## Reading for Pleasure

The key texts in this basket are a range of stories which we may expect all children to have heard of before, at home or in previous educational settings.

We should not presume that these building blocks have been put in place for the children to understand or be exposed to stories.

They follow story journeys which help with predictions and can support children in writing their own stories following the pattern of traditional tales; Once upon a time; a disaster happens; the problem is solved; they all live happily ever after!

The stories in the four baskets being rotated around TMBSS Harlescott Centre, have links to each other to enable the children to talk about and compare stories and authors engaging them in reading and giving them the confidence to talk about books.

The stories are timetabled to be shared at the end of the day for the children to enjoy, read out by familiar adults.

We are prioritising reading, giving it time each day to come together and enjoy the illustrations and the opportunity to escape to another place.

Sharing stories allows children to delve into their imaginations to visualise what is being told. It also taps into their curiosity and emotions as they become immersed in the story.

We are promoting reading for pleasure because of the positive impact it has on:

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making

## **ASSESSMENT and RECORDING**

Formative assessment is achieved through:

- Listening to children read;
- Discussion with Students;
- Observation of Students;
- Marking work (responses to comprehension questions);
- RWI Phonics assessment (phonemes and sight words);
- RWI passages assessment (decoding and comprehension);
- Termly Salford Reading Test;
- Administration of the 2022 Phonics Screening Check.

## **MONITORING AND EVALUATION**

This is achieved by the English coordinator and/or the Assistant Head (Primary Phase) through;

- Monitoring of targets on Student Centred Plans (PCPs).
- Scrutiny of reading logs.
- Tracking of data for Baseline to 16 week and termly assessment (SALFORD)
- Student voice regarding attitudes to reading and self-assessment (Reading questionnaire and Student Centred Plan voice).