

Primary Reading Curriculum Overview

The vision for reading across the school is to ensure that children at Reach Academy are confident and eager readers, who love books. We want children to be able to decode age appropriate texts successfully, to read fluently and to build effective comprehension skills.

What knowledge have we selected in our curriculum and why?

Our English curriculum is driven by the whole-school vision to give students the skills, attributes and academic qualifications to go on to live lives of choice and opportunity. In selecting and sequencing knowledge for our curriculum, we are guided by the national curriculum and led by our whole-school curriculum design principles.

1. Knowledge-rich: Reading is not simply taught discretely at Reach; it is at the heart of our curriculum and plays an important part in writing, humanities and science lessons throughout the primary years. We make sure that children are exposed to a wide variety of non-fiction texts within these lessons to complement children's personal engagement with fiction.

2. Backwards planned: At Reach, we have thought carefully about how we teach pupils to read, from when they join us in Nursery up to Year 6, to ensure that they are fluent readers, who are passionate about the written word and are ready to access our aspirational curriculum from Year 7 onwards.

We see our reading curriculum as a journey that starts with an exposure to lots of different stories in Nursery, so that our pupils can begin to familiarise themselves with common text types, such as fairy-tales and nursery-rhymes. We also ensure that we engage the children in lots of discussions about books, such as conversations around the illustrations and how to hold a book. These discussions help to develop their curiosity and enthusiasm for reading, which is helpful when developing the technical skills necessary to become a successful and eager reader. In Spring 2, Nursery children begin learning the early Set 1 sounds. In addition to this, we work hard to create phonetic connection, for example by familiarising children with the first sound in their name and asking them to name objects that also begin with that sound.

In Reception, children begin the Read, Write Inc programme. During the Autumn term, Reception children learn phonics as a whole class and consolidate all of the Phase 1 sounds. At the end of the Autumn term, we assess all of the children individually and move them into stage not age groups. The children continue to move through the programme, until they have mastered all of the sounds and can read fluently at 90 words per minute. At this point, children begin Book Club, which is a whole class reading approach. While Book Club lessons are predominantly focused on comprehension, we ensure that children always use phonics to decode and encode words. Teachers make frequent reference to speed sound charts within writing lessons and we have designed a spelling programme that directly links to the phonics programme to ensure consistency as children move through the school.

3. Carefully resourced: At Reach, we believe that we need to foster an enjoyment of reading alongside the skills to decode and comprehend effectively. As an important part of every child's life at Reach Academy, teachers are committed to creating excitement and joy around reading and books. As such, story time is an important part of the day for every class in our school. We use this time to model reading fluency to children and to develop oral comprehension skills through book talk and discussion. Teachers share their favourite children's books enthusiastically with their classes and show interest in what children are reading at home. A wide range of appropriate books are available for students to borrow from their appropriate Phase libraries, which are organised to assist with students choosing books that they will be able to access and enjoy.

Children all take home books which are and we have high expectations around daily reading at home. We take care to communicate rigorously with parents about their child's reading at home through reading records, and are transparent with parents about our expectations around the importance of daily reading. From Nursery up to the end of Year 2, we send home parent readers. When pupils are able to decode effectively and know enough sounds, we start pupils on two weekly reading books at their level of phonetic decoding.

4. Aspirational, inclusive and diverse: Aspiration in our curriculum is seen in our high expectations of pupils, and the depth we expose our students to in lessons. We know that in order for pupils to be fluent readers, who are ready to access the broad range of texts within our curriculum, our approach to phonics and reading needs to be aspirational. Both our phonics progression document and our core text curriculum demonstrate this. Students are taught in mixed attainment classes, and this allows all students exposure to complex ideas, which they are then supported to embed into their own thinking and writing through rich class discussion and careful scaffolding by teachers.

We support and ensure our curriculum is inclusive for pupils with a range of needs first and foremost through high quality teaching: this means explicit instruction, scaffolding, adapting teaching according to our assessment for learning to help more pupils learn, providing learners with worked examples, and dual coding support resources. Our scaffolding is evident in our exposition, questioning and through use of concrete aids where appropriate. We differentiate by time, not task, by pitching high and scaffolding up, and this is illustrated through our commitment to mixed ability groups from Nursery through to Year 6 to ensure all students are exposed to complex ideas and discussion. As a small school, we know our pupils and their needs very well, using the Graduated Approach to trial in-lesson interventions with our SENCO.

Book Club ensures that our students are exposed to a wide variety of literature from different cultures and moments in time. We have carefully considered the texts we teach, considering protected characteristics such as race, gender and disability. This ensures that we have built in opportunities to explore more diverse perspectives and that students see themselves, their communities and cultures in the texts we expose them to.

5. Rigorously assessed: We systematically assess pupils in lessons by teaching responsively through a range of AFL strategies and in formal assessments three times a year, after which we deliver Whole Class Feedback. Formal assessments provide robust student data that can be used formatively to re-teach content identified through data analysis and Pupil Progress Meetings, and summatively to consider the snapshot of attainment and progress at that time. All students from Y3-6 are also assessed on their reading ages using the NGRT reading test, which allows teachers to provide appropriate support to ensure all students are able to access our high-quality curriculum.

At every stage, we make sure that assessments are rigorous and valid, enabling us to see the trends and patterns, and make adjustments.

EYFS

- **Data drops** - Three times a year, we use Development Matters and Birth to 5 to inform our judgements as on track, off track or far off track and staff moderate these results.
- **'Sweeps'** - From these, we identify key areas to focus on throughout the term. We will 'sweep' data in these areas in between formal assessment points.
- **Children with AEN** - Our children with AEN have biweekly targets to meet, based on setting reports and observations.

Year 1 - 6

Reading	PIRA test	We use PIRA as an assessment tool for reading, as it provides us with a framework that demonstrates progress over time. It is a helpful tool as it outlines the key skill being tested and allows teachers to plan ahead. The MARK assessment tool can also be used to generate reports about performance in 'groups' of children such as Pupil Premium and White British Boys.	Awarded GDS, EXS or WTS	3 times per year
Reading	NGRT	We use NGRT tests to identify pupils that are significantly behind from Key Stage 2 upwards (this is in addition to the PIRA tests in Key Stage 2). From the NGRT tests, we identify pupils who require intervention or who would benefit from additional assessments to identify their area of need, for example the LASS test.	Reading ages indicate whether children are reading above, below or at their current age	2 times per year

The grades, referred to as WTS, EXS and GDS, are as follows:

- Working Towards the Expected Standard for that year group
- Working at the Expected Standard for that year group

- Working at Greater Depth for that year group

Pupil progress will be measured at the individual level by improvements in standardised score over time. We expect all children to maintain the grade from the previous year and over time for children to move, particularly those who start the year Working Towards the Expected Standard.

Teachers will be expected to increase the proportion of their classes achieving Expected Standard and Greater Depth as the academic year progresses. Teachers will also be able to identify pupils that require intervention to further support their progress.

Reporting to parents

After each assessment point a data report will be shared with parents on Parent Portal.

The data shared with parents will include:

- Grade Boundary or Knowledge Score in each assessment mentioned above.

6. Regularly evaluated and reflected upon: We use structures such as subject specific CPD (continued professional development) and pupil progress meetings, after formal assessments, to frequently reflect on our curriculum. We consider its design, its resourcing, its implementation and its impact; making changes immediately or logging them for the next academic year. Constant reflection on our implementation takes place through our instructional coaching system, in which every teacher receives a weekly action step to improve their implementation of the curriculum.

Book Club Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Anthony Browne (The tunnel, Into the forest, Gorilla), The Day the Crayons Quit	The Magic Finger	Fantastic Mr. Fox	Fantastic Mr. Fox	The Marvellous Granny Jinks	The Marvellous Granny Jinks
Year 3	Ice Palace	The Firework Maker's Daughter	The Odyssey	Journey to Jo'burg	Iron Man	Empire's End: A Roman Story
Year 4	Charlotte's Web	The Lion, the Witch and the Wardrobe	Varjak Paw	Explorer	Romeo and Juliet	Millions
Year 5	Oh! Freedom	Skellig	Gaslight	Windrush Child	Mortal Engines	Mortal Engines
Year 6	Letters from the Lighthouse	Island at the End of Everything	Northern Lights	Northern Lights	A Monster Calls	No Ballet Shoes in Syria