



*“Being the best we can be”*



## Reading Curriculum Plan 2021-2022

## Levendale Curriculum Intent Statement

At Levendale, the curriculum is based on a carefully considered progression of transferable skills and knowledge acquisition from 3-11. The Levendale Curriculum is tailored to our local area and context, allowing children to acquire relevant knowledge and skills whilst allowing them to appreciate the historical and cultural importance of both their local area and other areas of the country and world. Children are encouraged to develop life skills that can be applied in a wide range of disciplines to prepare them to make a positive contribution to society.



Our curriculum fosters a deep-rooted love of learning through developing the key skills of questioning, investigating and evaluating. Children are encouraged to be resilient and increasingly independent learners in all areas; they demonstrate positive attitudes to learning and apply key skills in multi-disciplinary areas through meaningful links across curriculum areas. Children develop a base of secure factual knowledge through appropriate support and challenge for all.

Learning experiences should be stimulating, engaging, purposeful, relevant and accessible to all, taking account of prior learning and giving all children the opportunity to consolidate and embed their understanding and knowledge across all subject areas. Children should be encouraged to develop an appreciation and understanding of the world in which they live, at both local, national and global levels. The curriculum should be responsive to individual and/or cohort need, taking into account changes at local, national and global levels. Children should depart from Levendale in Y6 having had the opportunities and experiences necessary to take responsibility for their own learning at KS3 and beyond whilst being willing and able to make positive contributions to wider society. Children should be encouraged to fulfil their potential and be given the opportunities to do so, whether in curriculum areas, through extra-curricular provision or through established links with other agencies or individuals.

Assessment is used to form meaningful and relevant judgements on a child's progress and attainment at regular points throughout the year. Assessment, both formative and summative, informs planning and provision, addresses gaps in learning where these are evident and offers support and challenge where required.

## Reading Curriculum Intent Statement

Reading is the gateway to accessing an enriching curriculum and, as such, reading is at the centre of our curriculum. We aim to foster a love of books and reading and provide children with a range of reading skills from early reading where they will listen to, hear and play with sounds, to the end of Key Stage 2 where they will have a deep understanding of the language they read and will have access to, and enjoy, a range of genres. We aim to provide children with a variety of reading experiences and a chance to understand what it means to be a reader and, indeed, an author. We invite visitors into school to share their own reading experiences and find opportunities for the children within school to share their own reading experiences with each other.

For those children where reading is a difficult skill to acquire, we aim to immerse them in reading opportunities to ensure a rich vocabulary is developed. From teachers reading for pleasure to all children in school, independent reading sessions and guided reading sessions, the love for and pleasure of reading will be encouraged. Our reading resources will support all stages of reading and support and intervention will be in place to ensure all children at Levendale make the best progress they can in this area. By ensuring that all children becoming fluent and confident readers, we can ensure that they are best placed to access the next stages in their learning.

Our overall aims for the development of children's reading in school are for children to:

- 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, writing and spoken language
- appreciate our rich and varied literary heritage

### Our Reading curriculum

#### Early Reading

To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. From September 2021, at Levendale, we follow *Little Wandle Letters & Sounds Revised* as our chosen phonics programme: this is a systematic and synthetic phonics programme, which builds on the strong foundations and wide experiences our children bring to Levendale. Our phonics programme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

At Levendale, we also model the application of the alphabetic code through phonics in shared reading, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because most children enter Levendale with this as a strength and we know that speaking and listening are crucial skills for reading and writing in all subjects.

## **Foundations for phonics in Nursery**

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:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

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

## **Daily phonics lessons in Reception and Year 1**

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Due to the disruption of COVID-19, for the academic year 2021-2022, children in Year 1 will spend longer reviewing the teaching of Phase 3 and 4 with a view to rapidly making progress to allow Phase 5 teaching to take place as quickly as possible. There will also be some revision of Phase 5 GPCs in Year 2 in preparation for the phonics screening check in the second half of the Autumn Term.

## **Daily Keep-up lessons ensure every child learns to read**

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources – at pace.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

## Teaching reading: Reading practice

We teach children to read using books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and closely matched Collins Big Cat Phonics books.

When teachers, or another fully trained adult, are listening to a child read, it is important that the child is reading at a fluency of 90% to avoid overloading the children's working memory. They will focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

Where children take home their reading practice book, they will be able to read this book at 95% fluency. This is clearly communicated with parents when their child starts Reception and they understand that their role, at home, is to listen with interest and to encourage and praise, enthusiastically.

In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

If any child in Years 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific gaps. These short, sharp lessons last 10 minutes and take place at least twice-weekly.

Once a child is confident in decoding and can read fluently and with meaning, they will move on to our banded reading scheme. At Levendale, we follow the Collins Big Cat reading scheme throughout school. This scheme, alongside other opportunities for reading in school, helps further support each child's reading journey and promotes reading for pleasure. As children move through school, staff will decide when to move a child from the reading scheme onto an independent reading book from a choice of books in the class library.

## Ensuring consistency and pace of progress

- Every teacher and teaching assistant at Levendale has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader (Miss Waring) and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

## Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly Little Wandle Letters and Sounds Revised summative assessments. Any children in danger of falling behind are swiftly giving appropriate keep-up support.

## Reading for pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'*  
(The Organisation for Economic Co-operation and Development 2002)  
*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and are working hard as a school to grow our Reading for Pleasure pedagogy. Class Teachers read a range of fiction, non-fiction and poetry to their classes for enjoyment and to immerse them in a variety of rich language, allowing them to appreciate our varied literary heritage. We teach reading skills using VIPERS principles from Year 3 – Year 6, with Year 2 beginning to access this in the Spring Term with small groups.

In order for a child to become a lifelong reader, we encourage families to read for pleasure from an early age: the desire of wanting to read will help with the skill of reading. To help foster a love of reading, we encourage parents to read to their children on a regular basis (both fiction and non-fiction), talking about the pictures, the content and enjoying the

story. We are able to provide such books in Early Years and key stage 1 if parents request them.

For children in key stage 2 who are still reading books from the reading scheme, they will also have the opportunity to take a 'reading for pleasure' book from the class library to share at home.

### Reading VIPERS

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the National Curriculum for reading. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise

The six domains focus on the comprehension aspect of reading and is a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the types of questions asked and the children's responses to these, which allows for targeted questioning to be planned.

In Years 3–6, teachers plan and deliver two or three 30-minute whole-class VIPERS sessions per week. In Early Years and Year 1, reading sessions focus on vocabulary development, prediction and sequencing. As children move into the Spring Term of Year 2, they begin to access VIPERS sessions through smaller group reading sessions.

Within our curriculum delivery, there are several key themes that we look to develop in children as they progress through school:

- letters and sounds
- word reading
- range of books and reading
- vocabulary, language and structure
- understanding and comprehension
- inference, deduction and prediction
- discussion and viewpoints
- summary and retrieval of information

- poetry, plays and performance

Our overall aims for the development of children’s reading in school are for children to:

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### Coverage, expectations and key skills progression

ENGLISH: READING: LETTERS AND SOUNDS		
KS1	Y1	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 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
	Y2	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
		Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
KS2	Y3	<i>No Statutory Content</i>
	Y4	
	Y5	<i>No Statutory Content</i>
	Y6	



**ENGLISH: READING: WORD READING**

<b>KS1</b>	<b>Y1</b>	Apply phonic knowledge and skills as the route to decode words
		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
		Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
	<b>Y2</b>	Read words containing common suffixes
		Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
		Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

**ENGLISH: READING: WORD READING**

<b>KS2</b>	<b>Y3</b>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet
	<b>Y4</b>	
		Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
	<b>Y5</b>	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words
	<b>Y6</b>	

**ENGLISH: READING: BOOKS AND RANGE OF READING**

<b>KS1</b>	<b>Y1</b>	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.
		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

	<b>Y2</b>	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.
		Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
<b>KS2</b>	<b>Y3</b>	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	<b>Y4</b>	Reading books that are structured in different ways for a range of purposes
		Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	<b>Y5</b>	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	<b>Y6</b>	Reading books that are structured in different ways and for a range of purposes
		Identifying and discussing themes and conventions across a wide range of writing
		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
		Making comparisons within and across books

**ENGLISH: READING: VOCABULARY, LANGUAGE AND STRUCTURE**

<b>KS1</b>	<b>Y1</b>	Discussing word meaning, linking new meanings to those already known
		Recognising and joining in with predictable phrases
	<b>Y2</b>	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
		Discussing their favourite words and phrases
		Recognising simple recurring literary language in stories and poetry
<b>KS2</b>	<b>Y3</b>	Using dictionaries to check the meaning of words that they have read
	<b>Y4</b>	Discussing words and phrases that capture the reader's interest and imagination
		Identifying how language, structure, and presentation contribute to meaning
		Identifying themes and conventions in a wide range of books
	<b>Y5</b>	Identifying how language, structure and presentation contribute to meaning
	<b>Y6</b>	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

**ENGLISH: READING: POETRY, PLAYS AND PERFORMANCE**

<b>KS1</b>	<b>Y1</b>	Learning to appreciate rhymes and poems, and to recite some by heart
	<b>Y2</b>	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
<b>KS2</b>	<b>Y3</b>	Preparing poems and play scripts to read aloud and to perform,
	<b>Y4</b>	Recognising some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action
	<b>Y5</b>	Learning a wider range of poetry by heart
	<b>Y6</b>	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

**ENGLISH: READING: UNDERSTANDING AND COMPREHENSION**

<b>KS1</b>	<b>Y1</b>	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
		Explain clearly their understanding of what is read to them.
	<b>Y2</b>	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
		Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.so far
<b>KS2</b>	<b>Y3</b>	Checking that the text makes sense to them, discussing their understanding and
	<b>Y4</b>	explaining the meaning of words in context
		Asking questions to improve their understanding of a text
	<b>Y5</b>	Checking that the book makes sense to them, discussing their understanding and
	<b>Y6</b>	exploring the meaning of words in context
Asking questions to improve their understanding		

**ENGLISH: READING: INFERENCE, DEDUCTION AND PREDICTION**

<b>KS1</b>	<b>Y1</b>	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
	<b>Y2</b>	Making inferences on the basis of what is being said and done
		Predicting what might happen on the basis of what has been read
<b>KS2</b>	<b>Y3</b>	Drawing inferences such as inferring characters' feelings, thoughts and motives from
		their actions, and justifying inferences with evidence
	<b>Y4</b>	Predicting what might happen from details stated and implied
		Drawing inferences such as inferring characters' feelings, thoughts and motives from
	<b>Y5</b>	their actions, and justifying inferences with evidence
		Predicting what might happen from details stated and implied
<b>Y6</b>		

**ENGLISH: READING: DISCUSSION AND VIEWPOINTS**

<b>KS1</b>	<b>Y1</b>	Participate in discussion about what is read to them, taking turns and listening to what others say
		Discussing the significance of the title and events
	<b>Y2</b>	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, 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 answering and asking questions
		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
	<b>KS2</b>	<b>Y3</b>
<b>KS2</b>	<b>Y4</b>	read for themselves, taking turns and listening to what others say
	<b>Y5</b>	Participate in discussions about books that are read to them and those they can read
		for themselves, building on their own and others' ideas and challenging views courteously
	<b>Y6</b>	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.		

**ENGLISH: READING: NON FICTION BOOKS, SUMMARY AND RETRIEVAL**

<b>KS1</b>	<b>Y1</b>	<i>No statutory content</i>
	<b>Y2</b>	Being introduced to non-fiction books that are structured in different ways
<b>KS2</b>	<b>Y3</b>	Identifying main ideas drawn from more than one paragraph and summarising these
	<b>Y4</b>	
		Retrieve and record information from non-fiction
	<b>Y5</b>	Summarising the main ideas drawn from more than one paragraph, identifying key
	<b>Y6</b>	details that support the main ideas
		Distinguish between statements of fact and opinion
	Retrieve, record and present information from non-fiction	