



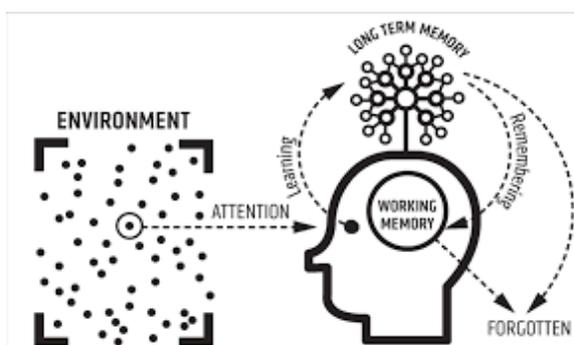
Reading Curriculum Delivery Document

Intent	<p>At Gawthorpe we believe in creating a love of books and reading from the very start, encouraging children to see reading as a prize in its own right. Reading is promoted by all as the key to success in all areas of the curriculum and this is fostered through the provision of high quality, appealing texts to support teaching in the wider curriculum.</p> <p>The high priority of reading is demonstrated through the way books are promoted in classrooms, children read every day in class, children are read carefully selected books by an adult every day in class, adults model a love of and enthusiasm for reading, and through the thorough planning and progression of the teaching of reading throughout school. We follow the EYFS Framework and KS1 and KS2 National Curriculum for reading.</p> <p>Through the use of the systematic synthetic Floppy's Phonics programme, early readers are taught the knowledge and skills to accurately and efficiently decode words with the intent that by the end of Key Stage 1 all children are fluent readers who are able to access age-appropriate texts.</p> <p>From Year 2 onwards, children are taught whole class guided reading using the "Book Talk" (Jane Considine) approach, with the aim that children are exposed to high quality, vocabulary rich texts which they can fluently read. Comprehension is at the heart of the approach, which equips children to develop oracy and demonstrate all the required comprehension skills through focussed, structured and scaffolded conversation.</p> <p>The school library is at the heart of the school and is well used by staff and children alike in fostering a love of reading. All classes have a timetabled slot to visit the library, as well as lunchtime openings which offer the opportunity to spend time in the library and enjoy additional story time.</p> <p>We intend for every child to leave Gawthorpe as a fluent, skilled reader with a love of and appreciation for books and all they offer.</p>
Implementation	<p>Phonics is taught through the Oxford Floppy's Phonics scheme. This is a rigorous synthetic phonics programme for teaching reading and writing success. This programme engages children from the outset and enables them to read quickly. It is a well-structured programme with carefully paced lessons and follows a clear teaching sequence. It is matched to fully decodable books, ensuring reading practice that is matched to the children's phonic knowledge. There is an element of language, oracy and vocabulary development built into the programme which supports the wider curriculum. Phonics is taught daily and lessons follow a prescribed structure: Revise sounds using the flashcards and frieze displayed in the classroom; teach new sounds using the flashcards and an online page spread which matches the fully decodable books; practice new and revised sounds and letter groups using letter sheets. Frequent and systematic assessment means that where children are at risk of falling behind, they can be quickly identified and additional support put into place to ensure that they keep up. For children beyond Key Stage 1 who are identified as needing additional phonics support, a daily Floppy's phonics session is taught in addition to their whole class guided reading lesson.</p> <p>Book Talk lessons from Year 2 upwards involve the use of set, high quality books which all children read independently or are supported to read. Time is given for children to read, with a specific comprehension focus. This is followed by a structured talk session where children discuss their understanding and interpretation of the text. Sentence starters are given as a scaffold so that children's oracy skills are built and frequently practised. This routine is completed three times within a reading lesson, meaning that children have three different comprehension focus lenses within each lesson.</p>

	<p>Children are expected to bring home-school reading books into school every day and reading records are checked to ensure that children read regularly at home. Priority 1-1 readers are identified in each class and given the opportunity to read to an adult in school in addition to whole class guided reading lessons and any additional phonics provision. When children have completed the Floppy's phonics programme they are allocated reading books accurately through the use of book bands which are frequently checked to ensure children are accessing books at the appropriate level.</p>
<p>Impact</p>	<p>Children have the knowledge and skills to be able to confidently read books at an appropriate level and understand them. Children make sustained progress in reading which is demonstrated in Year 2 and Year 6 end of Key Stage assessments. Pupil voice interviews will establish that children talk about books with clarity, understanding and enjoyment. We intend that through the high-quality teaching of reading, children are well equipped for the next phase of their learning.</p>

How do we ensure that knowledge gained is transferred from the working memory into the long-term memory?

Rosenshine's principles in action (bridging research and classroom practice) is providing support and strategies to secure pedagogical understanding for staff.



What do our lessons look like?			
<u>Introduction</u>	<u>Teacher Input</u>	<u>Pupil Activity</u>	<u>Ongoing Assessment</u>
Daily review	Present new materials using small steps	Guided student practice- You do, I do.	Questioning
	Provide models	Independent practice	Check for understanding and address misconceptions
	Provide scaffolds	Use of scaffolds where needed	Reviews
	Introduce key vocabulary	Obtain high success rate	Daily, monthly, weekly reviews



Principles identified	What do we expect to see in our whole class guided reading lessons?
Daily Review	<ul style="list-style-type: none"> • Re-cap of the story/text so far • Short review activities reactivating key vocabulary already met in the text
Questioning	<ul style="list-style-type: none"> • Each focus for reading is taken from the Book Talk "Reading Rainbow" • Focus lens is shared prior to reading, with the question phrased in the form of a sentence starter to be completed by the end of that part of the reading session
Sequence concepts and modelling	<ul style="list-style-type: none"> • Teachers are expert reading models. Where appropriate, sections of text are modelled to demonstrate fluent, expressive reading
Stages of practice	<p>Book Talk reading lessons follow the structure:</p> <ul style="list-style-type: none"> • 30-minute lesson divided into three 10-minute chunks • Whole class read the same, high quality book. Where children cannot access the text independently, support is given by a skilled practitioner to enable all children to enjoy and understand the story • For each ten-minute chunk, children are given a focus from the "Reading Rainbow" which practises a specific comprehension skill • Within each chunk, time is given for children to engage in discussion about what they have read and to share their responses