



Reading at Tetney

Reading: The Curriculum

Reading is the bedrock of success in education and wider society. Exposure to quality literature plays a key role in such personal development. Through our reading culture and curriculum, we intend to enrich and connect pupils with literature to educate the whole child, so that pupils can develop culturally, emotionally, intellectually, socially and spiritually. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers, who read for pleasure and to learn. Our intention is to create a culture and environment where reading is accessible and celebrated - especially in classrooms, where there a wide range of texts for pupils to engage with and enjoy including, but not limited to, contemporary and classic novels, poems, picture books, short stories, plays, comics and graphic novels. Classrooms are regularly bought new books, using recommended texts from sites such as The Book Trust.

Learning to read is vital for providing secure foundations which can be built upon for future success in reading. Systematic synthetic phonics is the approach we take to teach early reading via Read Write Inc, which enables pupils to access the wider curriculum from a young age.

We are a Power of Reading school, meaning that all English lessons in all classes from Year 2 upwards use a core text as a stimulus for lessons. Books are chosen to expose pupils to a range of genres, authors, backgrounds, issues and themes to broaden the reading diet across school. Throughout lessons, we focus on the effective teaching of reading strategies to enable pupils to effectively comprehend texts and support them with the acquisition of the necessary linguistic skills needed to articulate, discuss and reflect upon the texts presented to them.

At the end of Foundation at Tetney

Pupils at the expected level of development will:

- say a sound for each letter in the alphabet and at least 10 digraphs;
- read words consistent with their phonic knowledge by sound-blending;
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

At the end of Key Stage 1 at Tetney

Pupils will be applying phonic skills automatically to read with fluency. They recognise and read with all the alternative graphemes and recognise and read common suffixes and exception words. They will have developed pleasure in reading and be motivated to do so, sharing favourite books and authors. They also will participate in discussions about books and poems they have read to them.

At the end of Key Stage 2 at Tetney

Pupils will read aloud a wider range of texts written at an age-appropriate interest level with accuracy and at a reasonable pace. They read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. They will be reading frequently, outside as well as in school, for pleasure and information. They read with good understanding, making inferences with evidence from the text and commenting upon language choices.

Pedagogy: How the Curriculum is Taught

- The **systematic synthetic approach to the teaching of phonics** enables pupils in the early stages of reading, in English, to acquire the 40+ phonemes to decode words and later encode them during transcription.
- **Fluency** is the accuracy and speed of reading a text. In acquiring this fundamental reading skill, pupils are able to free up their working memory to consider questions which require higher order thinking.
- Power of Reading is an inclusive approach to the teaching of reading. The texts shared are **aspirational and challenging**. Effective **scaffolds and extensions** (based on the needs of individual learners) are essential in lessons to ensure that all learners are able to access the literature provided.
- **Book Talk** is an approach to developing children's understanding of texts by Aiden Chambers. It focuses on deepening their understanding of the text using the 'Tell Me More...' strategy and the question quadrant.
- **Vocabulary is systematically built** across the curriculum. Teachers use whole class chorusing, stem sentences and repetition of key words and sentences to ensure pupils develop a clear understanding of new words each week. Use of questioning ensures that all pupils are secure in the vocabulary that they need to access the learning.
- Systemic **retrieval practice** ensures that all pupils retain new learning (see the Typical Forgetting Curve for Newly Learnt Information). Frequent quizzing supports memory and inclusion.



- Teachers making effective use of flipcharts, whiteboards and visualisers to model concepts to pupils. **Explicit teacher modelling of strategies** and procedures through worked examples, with the teacher ‘thinking out loud’, forms an essential scaffold for pupil learning.
- Pupils have opportunity for **guided practice** throughout the teacher-directed part of the lesson. This practice is **scaffolded** to ensure success for independent practice.
- **Key questions** are used throughout lessons to support development of understanding. Teachers regularly use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

Assessment

- Regular **phonics assessments**
- **Phonic Screening Check** to assess the accuracy of word reading
- Regular reading aloud within school: our whole-school aim is for all pupils to read aloud to an adult, supported by questioning using the Question Matrix (available on our school website [here](#)), at least once a week
- **Reading assessment** to complete **summative** assessments to measure pupil progress and QLAs used to identify next steps
- **Year 2 TAF (teacher framework)** and exemplification documents are used as a reference during the in-school moderation of this specific year group.
- **Year group specific TAFs** (teacher frameworks) for the working towards, expected standard and greater depth standard of writing from PiXL, to support teachers with the accurate assessment of reading
- EYFS and KS1 **external moderation** of reading
- KS1 and KS2 **SATs**

Cultural Capital

Our ambition is to provide our pupils with opportunities to enrich their experiences of reading. This includes whole-school texts to develop a shared experience, virtual author visits, World Book Day events and involving pupils with buying new books to create ownership.

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through use of high-quality planning from Power of Reading, CPD linked to RWI, induction of staff and monitoring of English lessons via SLT drop-ins. Moderation and coaching ensures the quality of reading provision is securely effective and consistent across school. Our English lead is attending the ‘Teachers for Readers’ course with the LEAD Teaching Hub, with a focus on improving the quality of reading opportunities across school.

English Overview – Books Covered by Power of Reading:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who Makes A Forest? Non-fiction picture book	My First Mother Goose Poetry – nursery rhymes	Owl Babies Fiction – picture book	Astro Girl Fiction – Black History non-fiction links [links to Y1+Y2 book]	Surprising Sharks Non-fiction	Hooray for Fish! Fiction – picture book
Year 1 and Year 2	Who Makes A Forest? Non-fiction picture book	The Bee Who Spoke Fiction - narrative	10 Things I Can Do To Help My World Non-fiction	Look Up! Fiction – Black History non-fiction links [links to Reception book]	Ossiri and the Bala Mengro Fiction – stories from other cultures	Leaf Fiction - narrative
Year 3 and Year 4	Who Makes A Forest? Non-fiction picture book	Wolves Fiction – narrative – picture book (non-fiction elements)	The Great Kapok Tree Fiction – picture book	The Lion and The Unicorn Poetry and fairy tales	Oliver and the Seawigs Fiction - narrative	How The Stars Came To Be Fiction - myth
Year 5 and Year 6	Who Makes A Forest? Non-fiction picture book	Odysseus Fiction - myth	Shackleton’s Journey Non-fiction	Rooftoppers Fiction - narrative		The Journey Fiction – picture book

Note that pupils have daily opportunities to widen their reading via reading corners, allowing them to experience other genres.