



Curriculum intent:

At Spa Academy, we teach students to read accurately, fluently and confidently regardless of their background, educational needs or abilities. Through our reading curriculum and reading culture, we envisage that our pupils will be confident readers who understand their own 'style' of reading, can recommend books to their peers, seek out books from a range of genres and authors.

We are committed to sharing high quality and vocabulary rich texts. Our literature led curriculum embeds knowledge learned across the curriculum and allows our pupils to develop knowledge of themselves and the world that they live in.

We aim that pupils will use reading as a tool to enhance their subject specific studies both at Spa and in their secondary education.

Whole-Class Reading:

Pupils who have moved beyond phonics will access whole-class reading.

Each week, children will access a high-quality, vocabulary-rich text which is linked to the class novel for the half term. Our weekly texts cover a range of genres, aiming for 50% fiction, 50% non-fiction and poetry, and are carefully selected by class teachers to challenge pupils, provide deeper exploration into the texts themes and enhance pupil's understanding and enjoyment of the class text.

(See list of texts for literature led curriculum).

Our carefully-crafted and ambitious literature spine underpins our curriculum design. Pupils access these texts in both whole-class reading and as part of class story time. Texts within our literature spine have been carefully chosen for:

- Challenge: we have selected texts with structures and vocabulary that provide a level of challenge to the relevant year group. Texts grow in their challenge over the year and as pupils progress through the literature spine.
- Challenging concepts: we have selected key concepts that, in the context of our school, we believe it is important to address and revisit with pupils. Many of these support the work of our ASPIRE curriculum, focused on pupils' spiritual, moral, social and cultural development.

Within whole-class reading session, the outcome and goals for all pupils are the same. All children will access the same text and level of questioning but with differing levels of support provided for pupil needs.

What sequence will pupils be taught?

Reading sequence	
Monday	<u>Vocabulary</u>

	<p>Children will be introduced to the weekly text and the context in which it links to the class text.</p> <p>The teacher will read the text aloud to children and give children the opportunity to clarify any unfamiliar vocabulary.</p> <p>Teachers will discuss the meaning of chosen key vocabulary from the text and provide definitions, whilst modelling strategies to understand new and unfamiliar vocabulary independently.</p>
Tuesday	<p><u>Fluency</u></p> <p>Teachers will model fluency strategies such as text marking and echo reading on a chosen section of the text.</p> <p>Pupils will practice reading modelled sections of the text with appropriate pace, pausing and intonation with a partner, providing supportive feedback.</p>
Wednesday	<p><u>Fluency and Extended Reading:</u></p> <p>Pupils will continue developing their fluency through text marking, echo reading and partner practice.</p> <p>Pupils will engage in in-depth, teacher-led guided class discussions about the text that will develop an increased understanding of the text and encourage children to consider:</p> <ul style="list-style-type: none"> • Vocabulary • Inference • Predictions • Explaining • Retrieval • Summarising and sequencing.
Thursday	<p><u>Extended Reading</u></p> <p>Pupils will continue class discussions about the weekly text.</p> <p>Pupils will independently apply the skills they have learned to answer a range of questions on the text.</p>
Friday (Year 5 & 6)	<p><u>Comprehension</u></p> <p>To develop pupils' independent application of taught reading skills, children will be given a 'blind text' and answer a range of questions related to the VIPERS skills.</p>

What will our pupils be taught?

Level of challenge in LSK2 will come from the text.

	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. • Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the world. 		<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words. 	
Range of reading	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books/textbooks. Read books that are structured in different ways. • Read for a variety of purposes. 		<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books/textbooks. • Read books that are structured in different ways. 	

			<ul style="list-style-type: none"> • Read for a variety of different purposes. • Make comparisons within and across books. 	
Word meaning	<ul style="list-style-type: none"> • Discuss and clarify the meanings of words that they have read, linking new meanings to known vocabulary. • Use the context of the sentence to understand new vocabulary. • Use dictionaries to check the meanings of words that they have read. 		<ul style="list-style-type: none"> • Apply strategies for word meaning taught in Year 3 and 4 with an increasing independence with understanding new and unfamiliar vocabulary. 	
Understanding	<ul style="list-style-type: none"> • Check that the text makes sense to them discuss their understanding and explaining the meaning of words in context. • Ask questions to improve their understanding of a text. • Identify main ideas drawn from paragraphs and summarise these. 		<ul style="list-style-type: none"> • Check that the book makes sense to them discuss their understanding and explore the meaning of words in context. • Ask questions to improve understanding. • Summarise the main ideas from multiple paragraphs identifying the key details to support the main ideas. 	
Inference	<ul style="list-style-type: none"> • Infer characters feelings thoughts and motives from their stated actions. • Justify inferences by referencing a specific point in the text. • Ask and answer questions appropriately including some simple inference questions based on the characters feelings thoughts and motives. • Make inferences about character about events or actions. 	<ul style="list-style-type: none"> • Ask and answer questions appropriately including some simple inference questions based on the characters feelings thoughts and motives (I know this because). • Infer characters feelings thoughts and motives from their stated actions. • Consolidate the skills for justifying them using specific reference points in the text. 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying inferences with evidence. • Make inferences about feelings events or states. • Use figurative language to infer meaning. • Give one or two pieces of evidence to support the point they're making. • Begin to draw evidence from more than one place across the text. 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying with evidence. • Discuss how characters and mood changes and develops through text by drawing inferences based on indirect clues. • Make inferences about events feelings and states backing these up with evidence. • Info characters feelings thoughts and motives

				<p>giving more than one piece of evidence to support each point made.</p> <ul style="list-style-type: none"> • Draw evidence from different places across the text.
Prediction	<ul style="list-style-type: none"> • Make predictions based on evidence from the text. • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to inform further predictions. 	<ul style="list-style-type: none"> • Build on prediction skills learned in year 3 and monitor these predictions and compare them with the text as they read on. 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Support predictions with relevant evidence from the text. • Confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • Build on prediction skills learned Year 5. • Confirm and modify predictions in light of new information.
Explain	<ul style="list-style-type: none"> • Discuss the features of a wide range of genres including fiction poetry plays nonfiction and reference books. • Identify how language structure and presentation contribute meaning. • Recognise authorial choices and the purpose of these. 	<ul style="list-style-type: none"> • Build an explanation skills learned in year 3. • Discuss words and phrases that capture the reader's interest in imagination. 	<ul style="list-style-type: none"> • Provide increasingly reason justification for views. • Recommend books for peers in detail. • Give reasons for authorial choices. • Begin to challenge points of view. • Discussing evaluate how authors use language including figurative language considering the impact on the reader. • Explain and discuss their understanding 	<ul style="list-style-type: none"> • Build on explanation skills learned in Year 5. • Distinguish between fact and opinion explaining how they know this.

			of what they read including through formal presentations and debates.	
Retrieval	<ul style="list-style-type: none"> Learn how to skim and scan to retrieve details. Begin to use quotations from the text. Retrieve information from non-fiction texts. 	<ul style="list-style-type: none"> Confidently skim and scan text to record details. Use relevant quotes to support their answers to questions. Retrieve and record information from a fiction or nonfiction text. 	<ul style="list-style-type: none"> Confidently skim and scan and also use the skill of reading before and after to retrieve information. Use evidence from across larger sections of the text. Read broader range of text including myths legends stories from other cultures modern fiction and archaic texts. Retrieve record and present information from non-fiction texts. 	<ul style="list-style-type: none"> Confidently skim and scan and use the skill of reading before and after to retrieve information. Pretty broad a range of texts including myths legends stories from other cultures modern fiction plays poetry and archaic texts. Retrieve record and present information from a wide variety of non-fiction texts. Ask my own questions to follow a line of inquiry.
Summarise	<ul style="list-style-type: none"> Identify main ideas from paragraphs and summarise these. Begin to distinguish between the important and less important information in a text. Give a brief verbal summary of a story. 	<ul style="list-style-type: none"> Use skills developed a Year 3 in order to write a brief summary of main points identifying in using important information. Identify main ideas drawn from more than one paragraph. Identify themes from 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph pages chapters or entire texts using the key details to support the main ideas. Make connections between information across the 	<ul style="list-style-type: none"> Summarise information from across a text and link information by analysing and evaluating ideas between sections of a text. Summarising the main ideas drawn from more than one

		<p>a wide range of books.</p> <ul style="list-style-type: none"> Summarise whole paragraphs chapters or texts. 	<p>text and include this in an answer.</p> <ul style="list-style-type: none"> Discuss the themes of a chapter or text. Identify themes across a wide range of writing. 	<p>paragraph identifying key details to support the main ideas.</p> <ul style="list-style-type: none"> Make comparisons across different books. Summarise entire text in addition to chapters or paragraphs using a limited amount of words or paragraphs.

We work closely with our feeder schools to ensure that children who require additional Early Reading support via Read Write Inc. phonics make sufficient progress to meet or exceed age-related expectations.

Transition:

As the vast majority of our pupils come from two feeder infant schools, we work closely throughout Year 2 to ensure a smooth transition to the support your child receives.

Both infant feeders use Read, Write, Inc as their phonics programme and we continue this support as pupils join us. In Year 3, those pupils that accessed Read, Write, Inc groupings will continue immediately in the same grouping, until reassessed within the first term.

We also work with Campsmount Academy who use Read, Write, Inc Fresh Start to support struggling readers in Year 7.

This strong transition on-entry ensures our pupils continue to receive support from the very beginning of their time at Spa.

Assessment and Identification:

Year 3 pupils are assessed using Read, Write, Inc, triangulated with information from our infant feeders. Pupils accessing RWI Phonics are reassessed every six weeks to ensure they are accessing phonics interventions supporting gaps in their knowledge.

Pupils that have moved beyond phonics are assessed termly using STAR Reading online assessments. This provides us with a reading age, Zone of Proximal Development (see reading books, for how this links to book levelling) and a range of diagnostic information.

Where a pupil is identified as potentially struggling or falling behind, we further assess pupils for Read, Write, Inc Fresh Start.

Where progress does not improve, teachers work with the SENDCo to assess and plan for individual needs.

Intervention:

For pupils in Years 3 & 4 requiring phonics intervention, we use **Read, Write, Inc. Phonics**.

For those pupils identified as falling behind in Years 5 & 6, **Read, Write, Inc Fresh Start** is implemented, with progress monitored regularly.

Where progress does not improve, teachers work with the SENDCo to assess and plan for individual needs.

Additional support and strategies are implemented according to individual needs.