

Reading Curriculum

Intent

We are passionate about reading at Eden Park Nursery and Primary School. We believe that reading is a passport to the world and therefore every child deserves the chance to become a reader.

We want children to love reading as much as we do; reading for pleasure is prioritised and at the heart of our curriculum. Time is organised to support all children to become confident, keen and capable readers so that they are able to access the entire curriculum.

Developing a love for reading in every child and providing a school culture rich in literature allows us to ***'feed pupils' imagination and open up a treasure house of wonder and joy in curious young minds.'*** National Curriculum in England, DfE, 2014.

Reading is Everywhere!

We have adopted a coherent, rigorous and sequential approach to reading; children journey through Eden Park acquiring essential knowledge and skills which progressively develop their reading ability and passion. Time and care have been taken in selecting challenging and purposeful reading materials which are carefully planned and taught to the whole-class each day.

Implementation

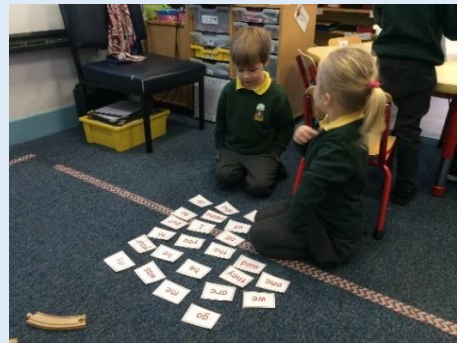
EYFS

- This is where the journey begins and the love for reading is ignited!
- Developing a love of reading in younger children requires a wide, language-rich curriculum and classroom environments that immerse children in books and stories.
- Children in our two-year old Nursery (Tadpoles) use the 'Letters and Sounds' phonic programme to prepare them for learning to read. During their time in our three-year old Nursery (Frogs) children begin to use Read Write Inc.
- In Reception, direct and focussed phonics is taught every day using Read Write Inc.
- Children read from books with the sounds they know, while they are learning to read.
- Children take home reading books that match their phonic knowledge which allows reading to continue to thrive and develop.
- BIG TALK is a carefully designed strategy adopted by our Early Years team to promote speaking and language development. Carefully selected pictures are used to stimulate discussion and introduce our children to a rich and diverse range of words. Through BIG TALK children not only use sophisticated vocabulary but are beginning to understand language, how it can be used and what it means.

- Reading to children: '4 a-day' – typically children in EYFS will have the pleasure of listening to 3-4 stories each day. This gives our children great practise at sitting and listening and where appropriate having in-depth discussions using tier 2 and 3 vocabulary.
- Continuous Provision promotes reading and is an opportunity for children to talk and play in a language-rich environment. There is a 'Story of the Week' which allows us to offer quality experiences such as making 'Big Bad Wolf' soup or visiting our school chickens when reading 'The Little Red Hen'.
- Book quest – this is a highly successful initiative that encourages reading at home. Milestones are celebrated and displayed in the classroom.

A few examples of reading provision within our EYFS classrooms...

Time is taken to reinforce reading in Continuous Provision. Children may dig, go fishing or identify words written in flour or shaving foam; we look to provide fun and independent activities to support learning.



We immerse ourselves in stories. Here are some examples of children enjoying Continuous Provision after reading 'The Tiger Who Came for Tea'. Children had the opportunity to dress up, make food in the mud kitchen for the tiger and role play the story.



Opportunities to engage in books and text are literally everywhere...



Children love reading!

Key Stage 1

- Direct and focussed phonics lessons are taught every day using Read Write Inc.
- Children read from books with the sounds they know, while they are learning to read.
- Children take home reading books that match their phonic knowledge which allows reading to continue to thrive and develop.
- Teachers and teaching assistants provide extra practice for the children who make the slowest progress, giving them the best possible chance to catch-up.
- Children who have completed the phonics programme use Accelerated Reader for their home reading. They complete termly star tests to ensure the books are correctly matched to their ability and complete regular quizzes which allows teachers to monitor their understanding and engagement.
- Children who have completed RW Inc, work in a 'Graduates Group'. Here children have further opportunity to build on their fluency, stamina for reading longer texts and comprehension skills.
- Lessons are *often* structured using Eden Park's DRIVE model:

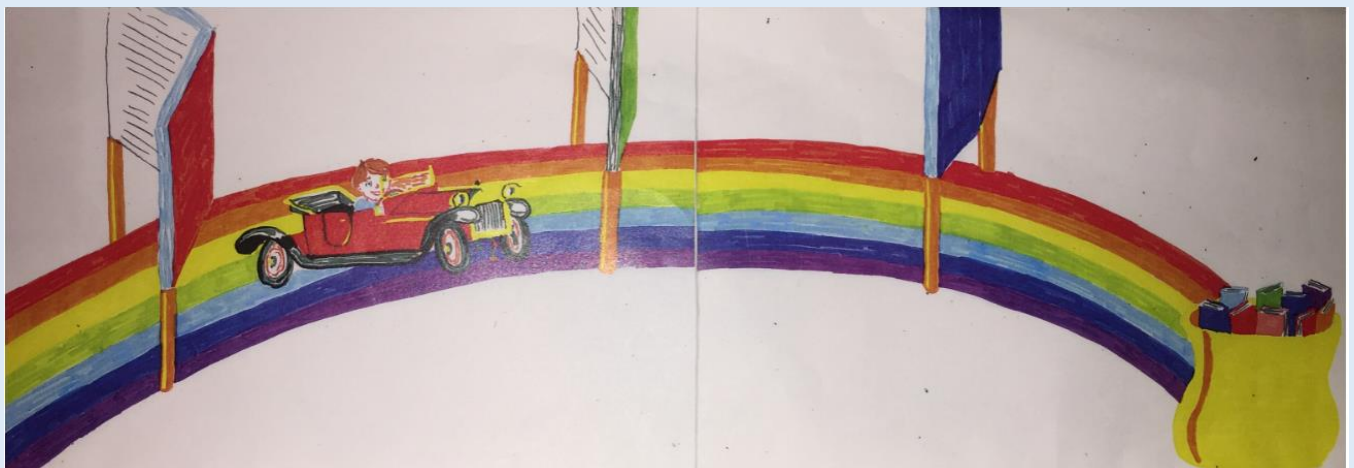
D – Decode

R – Retrieve

I – Infer

V – Vocabulary

E - Explore



This model allows the children to explore high quality, age-related novels which build upon their vocabulary knowledge and reading skills. Our structured approach to the teaching of reading provides children with a robust and sequential system that builds on their prior knowledge as well as develop their accuracy, prosody, pace and comprehension.

Each week, our reading lessons start by developing the children's fluency and vocabulary. At Eden Park, we understand the importance of closing the vocabulary gap as it plays a fundamental role in the reading process and contributes greatly to a reader's

comprehension. Specific vocabulary from our class novel or text is chosen every week and the children are taught what the word means as well as synonyms, etymology and morphology. In terms of fluency, speed reads and timed challenges are used as well as strategies such as 'echo reading' to develop pace, expression and accuracy. Next, a particular objective is explored; prediction, inference, summarising, clarifying etc. and the children are taught how to use the novel to search for clues and use evidence from the books to justify their answers. Our week in reading, rounds off by focussing on comprehension where children learn how to skim and scan, in order to retrieve information quickly and efficiently.

Assessing Reading

At Eden Park, our reading assessment is informative and purposeful. As a working document, it allows teachers to assess the children in the lesson and make notes of those who need extra support or responsive intervention. This ensures that children are targeted with support quickly and effectively. Next steps for the class or individuals are noted and this can be easily tracked by the teacher. The purpose of our assessment is to inform planning and ensure that all children are making progress with the bottom 20% being catered for so they can catch up with their peers.

Fluency Assessments

Inevitably, fluent readers will learn more because they can read and gain knowledge for themselves; we assist children with this by conducting termly assessments using a multi-dimensional rubric. The outcomes of these assessments are used to help us identify and plan for children whose fluency is below the expected standard for their age.

Summative Assessments

- At the end of Year 1 children take part in a government phonic screening assessment
- PIRA is used to assess reading at the end of Year 1. Outcomes are then used to target support and for the next year.
- At the end of Year 2, Key Stage 1 government assessments are completed for reading and spelling. In addition, any children who did not pass the Phonic Screen at the end of Year 1 will have another opportunity to complete it.

Key stage 2

- Year 3-6 offer a reading curriculum that allows the children to explore and improve in the following areas and using some of the following strategies:

SPEED READING: this is where we help children to build up both their fluency and stamina for reading a variety of texts.

VOCABULARY: we support children daily in unlocking the wonderful world of words! Without understanding what words mean and how they can be used, children will struggle to enjoy and progress with reading.

COMPREHENSION: each week the children are taught how to comprehend and unpick a text so that they truly understand the motives, characters, authorial choices, words and much more. Children use strategies such as 'Fastest Finger First' to locate answers to questions.

BOOK TALK: in every session there are plenty of opportunities to engage in 'Book Talk'. This is where we explore the book in detail through simply talking and asking questions. We ask children for their 'First Impressions' and we use this to help the children infer and deduce.

ECHO READING: this is a rereading strategy designed to help children develop expressive, fluent reading. In echo reading, the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the children echo it back.

CLOSE READING: this is where teachers and children talk aloud their thoughts and make connections. This strategy allows the teachers to model 'thinking as a reader'.

DRIVE

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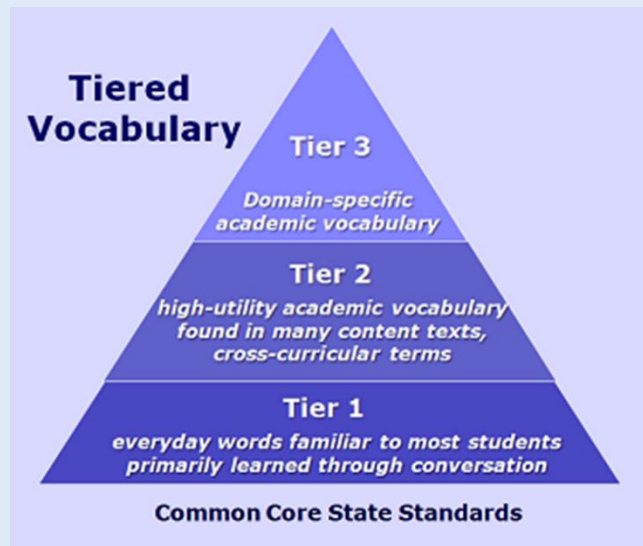
- PIRA is used to assess reading at the end each term in Year 3, 4 and 5. Outcomes are then used to target support and for the next year.
- At the end of Year 6, Key Stage 2 government assessments are administered and the outcomes are reported.

VOCABULARY

At Eden Park, we understand the importance of closing the vocabulary gap as it plays a fundamental role in the reading process and contributes greatly to a reader's comprehension. Alex Quigley states that "pupils need to develop a vocabulary of 50,000 words if they are statistically likely to be successful in education and beyond." Renowned cognitive psychologist Dan Willingham cites evidence in his book 'The Reading Mind' that our older pupils need to possess strong vocabulary knowledge to comprehend a given text – they need to know "about 98% of the words for comfortable comprehension". Due to this research, we have developed our curriculum to ensure vocabulary is at the heart of everything we do, ensuring children are exposed to a wide range of rich vocabulary.

To ensure we broaden the children's vocabulary we use the Three Tiers of Vocabulary Development by Beck, McKeown and Kucan. This ensures that teachers are choosing words carefully focussing on tiers 2 and 3.

Specific vocabulary for our class novel or text is chosen every week and the children are taught what the word means as well as synonyms, etymology and morphology. We also complete daily vocabulary lessons where the words chosen are and sequential and challenging.



RWInc

Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.



Children start using Read Write Inc (RWI) in our pre-school Nursery (Frogs) and continue until they graduate (this is typically in Key Stage 1 but a few children continue into Key Stage 2).

We are passionate about reading at Eden Park Nursery and Primary School. We believe that reading is a passport to the world and therefore every child deserves the chance to become a reader.



As a school we teach children to read using the programme Read Write Inc. This ensures that we have a consistent, systematic and synthetic approach to phonics. Reading and fostering a love of reading is crucial which is why we start our RWInc programme in our Nurseries. This daily phonics programme is highly successful and the majority of children are able to reach age-related expectations by the end of Year 1.

RWInc: The simple View of Reading

Children will be taught to:

- Learn to read and write the letter-sound correspondences quickly.
- Decode effortlessly
- Spell and handwrite easily
- Comprehend what they read
- Read with fluency and expression
- Write confidently using oral rehearsal
- Work effectively with a partner to articulate their learning at every step.
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For more information: <https://ruthmiskin.com/en/find-out-more/parents/>.

ACCELERATED READER



Accelerated Reader is the scheme that we use for all children that have graduated from RWInc. Termly tests determine the child's reading range (zone of proximal development) and books are chosen to ensure they are reading at the appropriate level.

As soon as they have finished their book, children complete an online quiz which helps us to determine their level of comprehension. Time is allocated each week for teachers and skilled teaching assistants to conference with children based on the outcomes of the quizzes. This robust system allows us to track pupils and encourage children to progress through the reading scheme at an appropriate pace.

Staff development

All staff have received extensive professional development and have, as a result, developed a deeper understanding of the pedagogy associated with Reading. Joint Practise Development across our Academy Trust as well as dedicated Staff Development Time at Eden Park has allowed us to refine and improve our approach to the reading curriculum. It is never-ending and we continue to learn new things every day!

In addition to our daily teaching of reading we offer a wide range of bespoke enrichments throughout the year.

READING FOR PLEASURE

Research shows that children who enjoy reading achieve more highly right across the curriculum. Developing a love of books and reading is at the heart of everything that we do.

Almost all books within our school have been carefully selected to ensure children are exposed to a range of high-quality texts that match their age and interests; we encourage children to browse literature and build preferences.

At Eden Park we provide opportunities to enrich children's reading experience through half termly themes.

READING ALOUD

Reading aloud to children allows us to widen knowledge of texts and authors, build stamina for listening and explore challenging vocabulary and themes. 'Story time' in class is a wonderful chance for the teacher to unlock children's imaginations and demonstrate all the reading skills that we work so hard to teach throughout the week.

Staff at Eden Park have access to a teacher library which houses a collection of 80 'essential reads' from Pie Corbett's Reading Spine. The collection of classic books is shared with children during their time at Eden Park and help to create a living library inside the child's mind.

SCHOOL LIBRARY

The school library is open daily which allows our children and families to visit as frequently as they wish. Our librarian assists children with their book selections, ensuring always that they match their Accelerated Reader range as well as their general interests.

We encourage children to review books that they have particularly loved reading and these are displayed in the library.

Mini-libraries exist throughout the school with creative book corners and purposely designed dens. Books in these areas are selected from a range of reading spines which has allowed us to ensure books are both inspirational and age-appropriate.

We have a special relationship with Brixham Library who support the school in our drive to promote and improve the love of reading.

READING AT HOME

Families play a crucial role in developing and improving their child's reading ability. Children who read daily outside of school are five times as likely to read above the expected level for their age compared to children who never read outside of class (23% vs. 4.9% Oxford Primary).


Children will bring home a book every night which may fulfil any of the following.

- Phonically decodable books: these are reading books that match their phonics and the direct teaching at school
- Books to share: In KS1, children will also take home a 'book to share'. This book may be outside of their reading ability and/or not phonically decodable but are still lovely books to enjoy. It is likely that families will read these books to their children or, if possible, take turns to read with the child selecting words that they are comfortable with.
- Accelerated Reader books are taken home for all other children. Children select books within their range of proximal development and once completed they are asked to quiz to determine their depth of understanding. Our librarian then assists children with choosing a new book.

BOOK QUESTS

We offer incentives throughout the year to read at home as, ultimately, we want children to want to read more.

These start in the Nursery and continue through to Year 6. Children are awarded stickers every time they read at home and after reading a set number of books they are awarded a prize. On completion of the quest (read 100 books at home) children are presented with a book of their choice which they are able to keep.



BOOK QUEST
YOUR QUEST IS TO REACH 100 STORIES! FOR EVERY BOOK YOU READ, WRITE THE NAME OF IT IN THE BOX AND ASK YOUR ADULT TO SIGN IT.

1.	11.	21.	31.	41.
2.	12.	22.	32.	42.
3.	13.	23.	33.	43.
4.	14.	24.	34.	44.
5.	15.	25.	35.	45.
6.	16.	26.	36.	46.
7.	17.	27.	37.	47.
8.	18.	28.	38.	48.
9.	19.	29.	39.	49.
10.	20.	30.	40.	50.
COLLECT YOUR STICKER ★	COLLECT YOUR STICKER ★	COLLECT YOUR STICKER ★	COLLECT YOUR STICKER ★	YOU'VE READ 50 STORIES. COLLECT YOUR REWARD.







TERMLY READING CHALLENGES... a reading incentive

We also offer reading challenges which are to be completed by willing participants over the holiday period. Prizes are given and their participation is celebrated during our weekly award assembly.



Spring Holiday Reading Challenge

Write the title of each text and date once you have completed the challenge.

Return the record sheet to Mrs Robinson by Friday 17th April

<p>Read a fiction book of your choice.</p>  <p>Title _____ Date _____</p>	<p>Read a comic or magazine</p>  <p>Title _____ Date _____</p>	<p>Read a book at the library</p>  <p>Title _____ Date _____</p>
<p>Share a book with a family member</p>  <p>Title _____ Date _____</p>	<p>Read a book by an author that you have never read before</p>  <p>Title _____ Date _____</p>	<p>Read a recipe and make it.</p>  <p>Title _____ Date _____</p>

Enriching the Reading Experience

Autumn 1	<p>DEAR: Drop Everything And Read</p> <p>This is a time where our whole school community drop everything and read. You will find office staff, caretakers, teachers, teaching assistants and most importantly children reading a book of their choice.</p>
Autumn 2	<p>Book Buddies</p> <p>This is where two classes become buddies and have chance to read to one another and listen to teachers (other than their own) share books.</p>
	
Spring 1	<p>Children's Choice</p> <p>This is where children get chance to 'take over'. Each day a new child will be chosen to talk about a book of their choice. This is a lovely way to enthuse children about genres and themes that they may otherwise not have looked at.</p>
Spring 2	<p>World Book Day</p> <p>This is always a wonderful day at Eden Park. A wealth of activities is planned to help encourage and celebrate reading for pleasure. Our famous 'Bedtime Stories' continues to be popular with both children and teachers returning at bedtime in their pyjamas ready for their bedtime story. Hot chocolate and biscuits are a must!</p>
	
Summer 1	<p>Brixham Library</p> <p>We are lucky to have Brixham Library on our doorstep and we make every effort to use this fantastic community resource. In the summer term each class visits the library and has the chance to take home a book of their choice and enjoy a variety of craft activities linked to a story.</p>

		
Summer 2	Poetry performance We use Pie Corbett's poetry spine to select poems for each year group. The classes work on a recital of this poem and perform to the school at the end of the term.	
<i>This rounds off our year of reading enrichment at Eden Park.</i>		

Impact

RECEPTION

% expected or exceeding GLD			
2016	2017	2018	2019
56.1	66.1	67.8	72%

% of children achieving ELG in Reading	
2016	80% expected and of these 12% exceeding
2017	76% expected and of these 12% exceeding
2018	69% expected and of these 19% exceeding
2019	85% expected and of these 15% exceeding

PHONIC SCREEN

We continue to report consistency high phonic screen results for our Year 1 children.

% achieving expected standard or above		
	2017-2018	2018-2019
Eden Park	93%	90%
National	82%	91%

KEY STAGE 1

% achieving expected standard or above		
	2017-2018	2018-2019
Eden Park	77%	77%
National	76%	75%

KEY STAGE 2

% achieving expected standard or above		
	2017-2018	2018-2019
Eden Park	77%	64%
National	75%	73%

My son has progressed massively since he started in September and he has a love for learning. Long may it continue!

I'm so pleased how far my daughter has come in such a short time. Super proud!