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Engage Academy

READING

2022



Nurturing inclusive learning communities



THE CURRICULUM INTENT AND SEQUENCE

1	THE INTENT OF THE CURRICULUM
	<p><i>At Engage Academy, we want every child to be a successful and passionate reader. We believe reading is key to future academic success and is firmly embedded in all areas of our curriculum. Our approach is bespoke to the children we teach, and appropriately meets their needs. By the time they leave Engage Academy, our students have re-engaged with their reading journey, made progress from their unique starting points and have developed a love of reading. We aim for our children to be fluent, confident and passionate readers.</i></p>
2	THE IMPLEMENTATION OF THE CURRICULUM
	<p><i>Reading at Engage can be broken down into two strands including early reading and phonics. Depending on their unique starting points, children are either taught reading through a synthetic phonics approach or a comprehension driven approach. On arrival, children are quickly assessed so phonetic gaps are identified (using RWI assessment tools), and which key reading skills need to be developed (using PM benchmarking. Every child reads every day.</i></p> <p><i>Early Reading and Phonics</i> <i>Our early reading scheme is Read, Write, Inc. This scheme ensure that phonic skills are applied with increasing fluency and comprehension improved. Our RWI reading books are levelled to match the progression in phonics, and offer a range of fiction and non-fiction. Children accessing phonics are taught 1-1, so their reading learning is unique to them. Each RWI session comprises of:</i></p> <ul style="list-style-type: none"> <i>• reviewing known sounds,</i> <i>• introducing new sound (depending on the learner, this can be a new sound daily or every two days to ensure it is firmly embedded in their working memory)</i> <i>• reading green words (3 times – Fred Talk, Fred in their Head, Speedy Read)</i> <i>• writing green words</i> <i>• story book session</i> <p><i>See appendix to see order of sounds and irregular words.</i></p> <p><i>Reading for understanding and comprehension</i> <i>Children who are secure in their phonic knowledge are taught reading through either 1-1 reading sessions or whole class guided reading sessions. These children may be working on a range of skills from improving fluency to developing their inference skills. Children who need one to one sessions will read alongside an adult and answer questions throughout, building up to written responses. These questions are personalised to the child, based on the skills they are practising, the level of book they are reading, their resilience to learning and concentration time.</i></p> <p><i>Children who are accessing whole class guided reading sessions follow VIPERS. VIPERS are the key areas we feel our children need to know and understand in order to improve their comprehension of a text. VIPERS</i></p>

stand for: vocabulary, inference, prediction, explanation, retrieval and sequence/summarise. This method of teaching reading ensures adult ask, and students are familiar with, a range of questions.

During the reading session, an adult will read an extract to the children, with opportunities created for children to join in. This allows all children in the class to access a text that may be above what they could read independently. The teacher models reading aloud, finding information and writing answers before children practise independently. Any children who are identified as needing additional support in this group will access further 1-1 reading in addition to whole class activities.

Some writing sessions will be linked to high quality reading books using the Power of Reading scheme of learning, providing a further opportunity for children to unpick and enjoy a text.

Reading is embedded into our curriculum. Each class has a dedicated story time each day, where a story is shared, These can range from high quality picture books to short chapter books to more complex class novels. Adults choose these stories based on children’s interests, links to wider learning and to develop literacy skills including developing vocabulary. Accidental reading happens across school, and is a key feature in most lessons such as following a recipe in food technology. A love of reading is promoted through weekly library sessions with the head teacher, key worker sessions with parents, book bags and whole school celebration days such as World Book Day.

3 THE IMPACT OF THE CURRICULUM

Children feel elements of success quickly in their early reading. Children who were reluctant to read and would often become dysregulated when faced with a phonics lesson, will quickly be able to read words closely matched to their phonic knowledge. Their small success is celebrated every step of the way. Children who find the classroom environment/whole class learning challenging will listen during story time. These positive interactions can be built upon and link to other learning and class based opportunities. Older children who once refused to read will become determined to read whole pages of text.

Case studies needed – JLS, JB, LDu, Penguins child

What do our lessons look like?

Ongoing assessment

1. Ask questions.
2. Check understanding.
3. Daily, weekly and monthly review.

Introduction

1. Daily review
2. Recap
3. Retrieval

Pupil activity

1. Guide practice.
2. Obtain a high success rate.
3. Provide scaffolds for difficult tasks.
4. Independent practice.

Teaching input

1. Present new materials using small steps.
2. Provide models.
3. Provide scaffolds for difficult tasks.

Nurture

All lessons are underpinned by the 6 principles of nurture ensuring that:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for the development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

Phonics and Early Reading

Strategies	What do we expect to see in lessons?
Daily review	speed sounds including opportunity for informal assessment
Present new materials using small steps	introduce new sound, rhyme and action, games,
Provide models	correct pronunciation of sounds, blending, segmenting, chunking as appropriate
Provide scaffolds for difficult tasks	teacher to provide as many steps to success as possible – this may include telling a child the sound/word and putting it back in the pack to revisit
Guided practice	when reading green words, teacher may model how to sound out and blend the green words, how to spot the sounds, use sound buttons (dots and dashes) to read and write words
Obtain a high success rate	reading green word gets quicker and quicker, can be challenging to add suffixes

Independent practice	reading green words, writing green words
Weekly and monthly review	Regularly formally assessed – opportunities within story book session to revisit and review over the course of a week

VIPERs (similar strategies used in 1-1 reading)	
Strategies	What do we expect to see in lessons?
Daily review	Adults summarise what has happened so far, identify key points of text
Present new materials using small steps	small section of the text read, children hear the adult read fluently and with expression
Provide models	metacognitive talk to model strategies
Provide scaffolds for difficult tasks	sentence starters words to include in answers peer support
Guided practice	Strategies taught to the class
Obtain a high success rate	Children have time to re-read the extract to themselves, with a partner, to an adult
Independent practice	VIPERs questions provided . Children are encouraged to orally speak their answer before writing anything down, acknowledging their first answer might not always be their best. Encouraged to use evidence from the text.
Weekly and monthly review	Teacher and key adults will listen to individual children throughout the work Regular review sessions for children to share answers, thoughts and opinions on the text

SKILLS PROGRESSION – Reading

Decoding

Comprehension

Gold

Apply their growing knowledge of root words, prefixes, suffixes, both to read aloud and to understand the meaning of new words that they meet

Continue to read and discuss an increasing wide range of fiction, poetry, plays, non-fiction, reference books and text books

Make comparisons within and across books

Increase their familiarity with a wide range of books including myths, legends and traditional stories, books from other cultures and our literary heritage

Use dictionaries to check understanding

Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context

Ask questions to improve their understanding of a text

Summarise the main ideas drawn from more than one paragraph, identifying key details

Draw inferences e.g. feelings, thoughts and motives from actions and justify with evidence
Predict what might happen from details stated and implied

Distinguish between fact and opinions

Retrieve, record and present information from non-fiction texts

Recommend books they have read, and give reasons for their choices

Participate in discussions about books, challenging views courteously.

<p>Silver</p>	<p>Apply their growing knowledge of root words, prefixes, suffixes, both to read aloud and to understand the meaning of new words that they meet</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word</p>	<p>Listen to and discuss a wide range of fiction, plays, poetry, non-fiction and reference books or text books</p> <p>Increase their familiarity with a wide range of books, including fairy tales, myths and legends, retelling some of these orally</p> <p>Use dictionaries to check the meaning of words they have read</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Draw inferences including feelings, thoughts, motives from their actions and justify these with evidence</p> <p>Predict what might happen from details stated</p> <p>Retrieve, record and present information from non-fiction texts</p> <p>Participate in discussions about books by taking turns and listening to what others say</p>
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Bronze	<p>Apply phonic knowledge to decode words, and to do so until it is automatic and fluent (this includes reading all 40+ phonemes speedily)</p> <p>Read accurately by blending, until reading most words quickly without overt sounding and blending</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>Read suffixes including (s, ed, ing, ed, er, est, er, ment, ful, ness, less, ly)</p> <p>Read year 1 and year 2 common exception words</p> <p>Develop fluency and expression, showing an awareness of punctuation</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retell a wider range of stories including fairy tales and traditional tales</p> <p>Discuss word meanings and link new meanings to known vocabulary</p> <p>Make links between current books and books that have already read</p> <p>Check the text makes sense to them as they read and correct inaccurate reading</p> <p>Answer simple retrieval questions</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen next based on what has been read so far</p> <p>Participate in discussions about books, taking turns and listening to what others says</p>
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Curriculum overview - key texts throughout the year

	Bronze		Silver		Gold	
	Year 1 of 2	Year 2 of 2	Year 1 of 2	Year 2 of 2	Year 1 of 2	Year 2 of 2
Aut 1	The Jolly Postman	The Emperor Penguin Room on the Broom	Holes Louis Sacher	The Frog Prince Continued By Jon Scieszka.		
Aut 2	The Puffin Book of Fantastic First Poems Toby and the Great Fire of London	Halibut Jackson Prince Cinders	Everybody is Talking about Jamie Tom McRae	The Lost Happy Endings by Carol Ann Duffy Into the forest by Anthony Browne		
Spr 1	Man on the Moon	Poems to perform (Julia Donaldson)	How to train your dragon. Cressinda Cowell	The Iron Man by Ted Hughes		
Spr 2	The Last Wolf	The Pirate's Next Door	There's a Pharaoh in our bath! Jeremy Strong	One Plastic bag by Miranda Paul		
Sum 1	Where the Wild Things are Alan's Big Scary Teeth	The Adventures of an Egg Box Dragon	The Great Kapok tree Lynne Cherry	A boy and a bear in a boat by Dave Shelton		
Sum 2	The Snail and the Whale	Meerkat Mail	The Adventures of Odysseus Hugh Lupton	A Nest full of Stars By James Berry		