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Engage Academy

READING

2025-2026



Nurturing inclusive learning communities



THE CURRICULUM INTENT AND SEQUENCE

1	THE INTENT OF THE CURRICULUM
	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 to create an environment where children develop a love of reading, enabling them to enjoy their learning and flourish in life.
2	THE IMPLEMENTATION OF THE CURRICULUM
	Reading at Engage can be broken down into two strands. Depending on their unique starting points, children are either taught reading through a synthetic phonics approach (Read, Write Inc) 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, or is read to, every day. <u>Early Reading and Phonics</u> 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 either 1-1 or in a small group,, so their reading learning is highly personalised to them. Each RWI session comprises of speed sound sessions and story book sessions. Speed Sound Sessions (5-10 minutes daily) • reviewing known speed sounds • 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) through phrase, action and visual • reading green words (3 times – Fred Talk, Fred in their Head, Speedy Read) • writing green words (using Fred Fingers) • sentence writing when appropriate (hold a sentence using words they have just learnt or previously taught words) Story Book Sessions (10-15 minutes 3-5 times a week) • different plan for different colours • begin by reviewing speed sounds, green words and red words • re-read the text multiple times to encourage pupils to read fluently • opportunities to discuss the book and answer a range of questions See appendix to see order of sounds and irregular words (red) <u>Reading for understanding and comprehension</u> 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.

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 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, or the chance to understand a text more deeply. 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, 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. Incidental reading happens across school and is a key feature in most lessons e.g. 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

The impact of the reading curriculum links to the whole school impact of the curriculum. Children make progress towards reading objectives, as identified in termly assessments. Children will make progress towards specific cognition and learning targets from their EHCP and small step plans.

Progress contributes to a successful transition to their next placement, increased readiness to learn and re-engagement with the curriculum. Parents are engaged in their child's reading journey and are willing to support their children at home. Students make progress towards becoming responsible citizens and develop their cultural capital as part of our reading 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.

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.

Silver	Apply their growing knowledge of root words, prefixes, suffixes, bith to read aloud and to understand the meaning of new words that they meet Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word	Listen to and discuss a wide range of fiction, plays, poetry, non-fiction and reference books or text books Increase their familiarity with a wide range of books, including fairy tales, myths and legends, retelling some of these orally Use dictionaries to check the meaning of words they have read 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 Identify main ideas drawn from more than one paragraph and summarise these Draw inferences including feelings, thoughts, motives from their actions and justify these with evidence Predict what might happen from details stated Retrieve, record and present information from non-fiction texts Participate in discussions about books by taking turns and listening to what others say
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Bronze

Apply phonic knowledge to decode words, and to do so until it is automatic and fluent (this includes reading all 40+ phonemes speedily)

Read accurately by blending, until reading most words quickly without overt sounding and blending

Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically

Read suffixes including (s, ed, ing, ed, er, est, er, ment, ful, ness, less, ly)

Read year 1 and year 2 common exception words

Develop fluency and expression, showing an awareness of punctuation

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Become increasingly familiar with and retell a wider range of stories including fairy tales and traditional tales

Discuss word meanings and link new meanings to known vocabulary

Make links between current books and books that have already read

Check the text makes sense to them as they read and correct inaccurate reading

Answer simple retrieval questions

Discuss the significance of the title and events

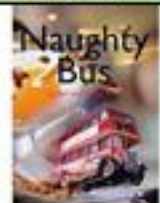
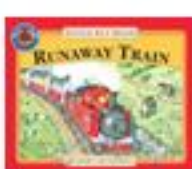
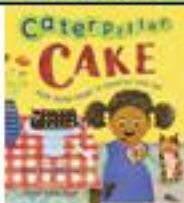
Make inferences on the basis of what is being said and done

Predict what might happen next based on what has been read so far

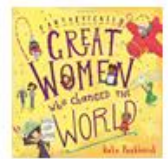
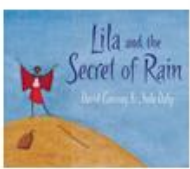
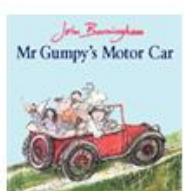
Participate in discussions about books, taking turns and listening to what others says

Curriculum overview Cycle One - key texts throughout the year for reading and writing

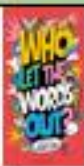
EYFS

	Autumn 1	Autumn 2	Spring 1 Wonderful weather	Spring 2 Transport	Summer 1 Around the UK	Summer 2 Living things
Key text for reading and writing			  	  	 	  

BRONZE

	Autumn 1 All About...US!	Autumn 2 Nurturing Nurses	Spring 1 Weather	Spring 2 Transport	Summer 1 Welcome to the UK!	Summer 2 London's Burning
Key Texts for Reading and Writing	 	 	 	 	  	 

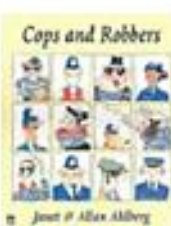
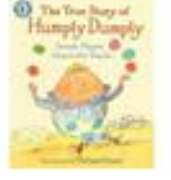
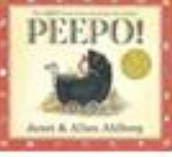
SILVER

		Autumn 1	Autumn 2	Spring 1 Extreme Earth	Spring 2 Rampaging Romans	Summer 1 Welcome to Italy	Summer 2 Crime and Punishment
Year 1	Key texts for reading and writing			  	 	  	 

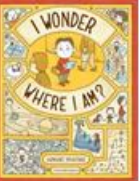
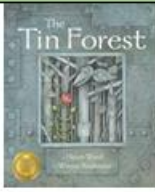
GOLD

Curriculum overview Cycle Two- key texts throughout the year for reading and writing

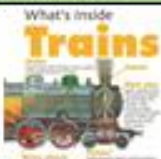
EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Somewhere to settle!	Who can save us!	Wonder about materials	The toy maker	Around the world	Who runs the county
Reading for pleasure	 	 	  	  		  

BRONZE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Map to Me		What Can We Build?	Toys then and now	Welcome to Australia!	Royal Rumble
Key Texts for Reading and Writing	  	 	 	 	  	 

SILVER

	Autumn 1 Somewhere to Settle	Autumn 2	Spring 1 Around the world in 80 days (climate)	Spring 2 Vile Vikings	Summer 1 Let's Explore the Rainforest	Summer 2 One ticket please!
Key texts for reading and writing	  	 		 	  	 

GOLD

Set 1		Set 2		Set 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ae	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake.	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down his body, curl and dot.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				

ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				