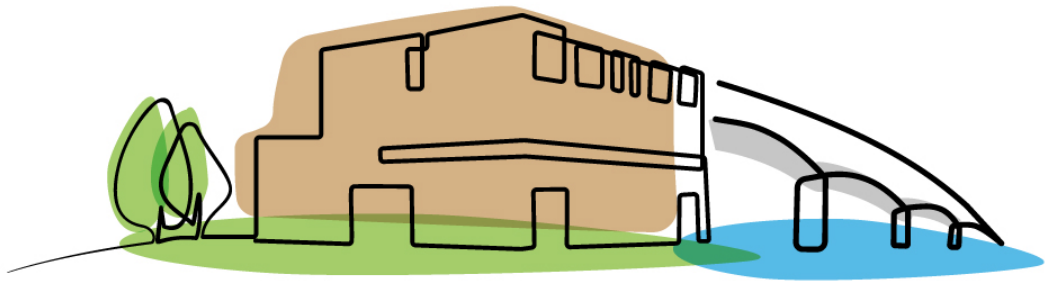


Valentine Primary School



VALENTINE
PRIMARY SCHOOL

Reading Curriculum



In partnership with Lion Academy Trust



Philosophy for teaching reading

Once our children are proficient in using, understanding and applying phonics, and can fully decode texts independently to be able to access reading, they begin whole-class reading sessions.

At this school we do not advocate a 'carousel model' of teaching reading because the lack of rigour around individual pupils' progress, and the inconsistency of delivery can lead to pupils sitting with 'holding' activities instead of learning how to read.

Whole Class Reading is the basis of all children studying the same core text, either as a year group or within a steamed setting group, to learn about the text in a multi-faceted way. The class novel is accompanied by non-fiction texts and poetry linked to the wider curriculum.

What is comprehension?

- Comprehension is an outcome, it is not a skill.
- Not discretely teachable.
- Not teachable as a separate sets of skills that magically come together.
- Always predicated on background knowledge and life experience.
- Very dependent on fluency and self-monitoring strategies.

Delivering the class novel and the reading session

- **It is imperative that children are read to every day for approx 15 minutes.** (*Reading Framework, July 2023*)
- **This ideally should take place either just before lunch, or just after.** We know that timetabled at the end of the day, it is more likely to not take place - falling off the timetable to assemblies, letters and parents.
- **The class novel should be challenging.** The children should be able to access it, but it should be a text that many of the class could not sit and read cover to cover independently.
- **Only the class teacher should read the class novel aloud** so that children fully get the best possible understanding of it.

Reading aloud research - taken from Ashley Booth:

- Simply reading aloud ensures children make progress.
- The best progress is made when sticking points are addressed.
- Skilled teacher input and guidance will further improve students' reading abilities.
- Only 32% of British children are read to daily by an adult.
- Most parents stop reading to/with their children by the age of eight.
- Only 19% of 8-10 year olds have a book read to them daily by an adult.

How is reading timetabled?

In the example timetable shown, Monday and Friday are based around the class novel. Throughout the week (because of the 'read to' sessions before lunch) children have had 75 minutes of hearing the class novel read to them.

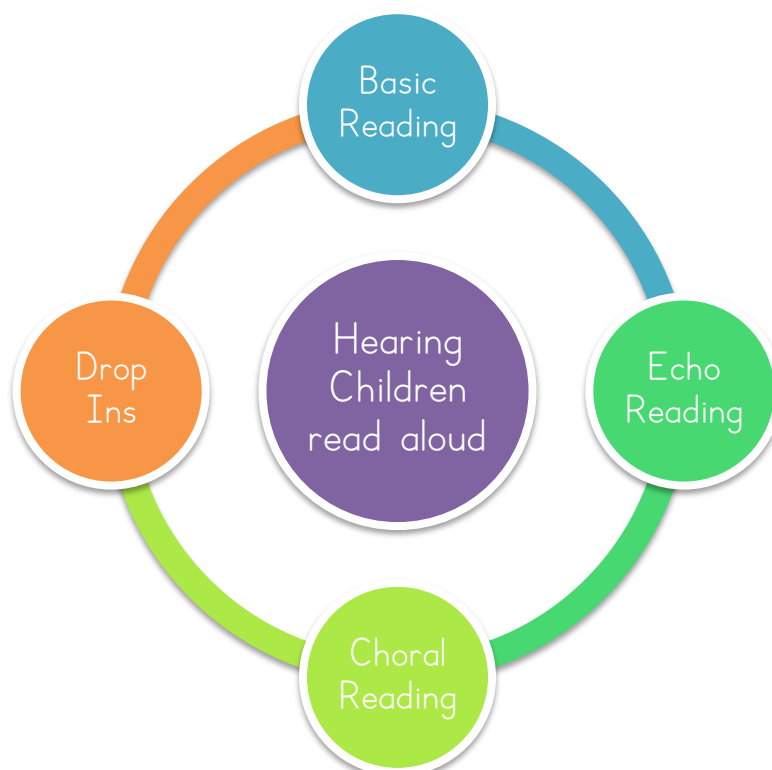
- Ensuring all children are on the 'same page'.
- Ensures teachers become experts in texts.
- Summarising and predicting are easier when using a full story that the children are familiar with.
- All children know and understand the book fully.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|------------------|---|------------------|-------------|
| Class Novel | Non-Core Reading | Non-Core Reading - inc Poetry and Non-Fiction | Non-Core Reading | Class Novel |

How are WCR (Whole Class Reading) lessons structured?

| | |
|---------------|---|
| Part 1 | Re-read for fluency (re-reading sections of the text that have been read during the 'read to' but only completed if children have access to the text) |
| Part 2 | Quiz - retrieval and retention A quick, basic, quiz to make sure that pupils have the kn |
| Part 3 | Talk-partner, modelling and individual questions |
| Part 4 | Independent learning task |

Hearing children read aloud



- **Basic reading aloud** - children take sentences or paragraphs depending on text length/sentence length/proficiency.
- **Echo reading** - teacher reads exactly how text should sound and asks a child to 'echo it' giving constructive feedback as appropriate.
- **Choral reading** - pairs, groups or the whole class read aloud at the same time. This approach should be used more sparingly than the others.
- **Drop ins** - if a child has not read aloud to the class due to proficiency, the teacher should 'drop in' with them during an activity and hear them reread part of the text. This should not happen during 'partnered talk'. These children can also be targeted on Monday and Friday to reread short segments of the class novel to the teacher, as they will be familiar with potential stumbling blocks like character and place names.

When hearing children reading aloud - what is important?

- Important to model to children about good reading aloud.
- Filling the room with their voice - loud and clear - can X in the corner hear you? Could you start again?
- 'Try that word again' - phonics strategies.
- Modelling self-correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling that word substituting that doesn't make sense can change the meaning completely and how to spot it - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

Whole-class reading - Non-core days

Aims of this delivery:

- To widen the children's knowledge about foundation subjects without overloading them within the assigned sessions.
- To recap and front-load information to make practical work and fieldwork easier and more accessible.
- To level the playing field in terms of children's understanding of foundation subjects.
- To allow early identification of misconceptions before practical lessons or fieldwork.
- To allow more time for the curriculum delivered in the afternoons to be fun, engaging, purposeful and varied.

What are the general aims of reading any type of text:

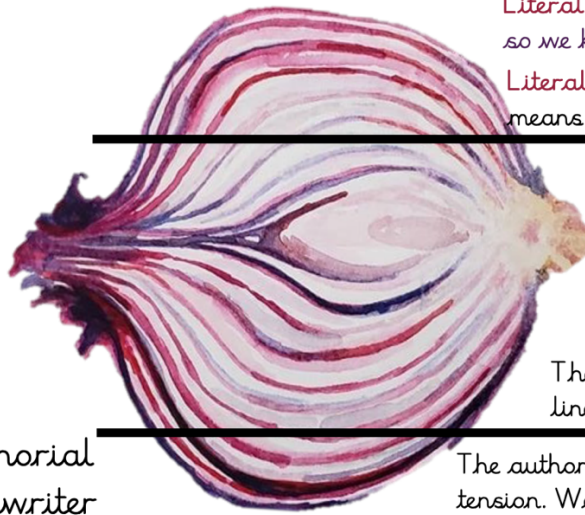
- Children understand the meaning of the text.
- Children understand the function of the text.
- Children check their own understanding and monitor their own comprehension.
- Children decode the text and read it fluently.
- Children can summarise the text's meaning and function in a succinct manner that matches their age and stage.

Digging deeper for meaning - Onion Analogy & Layers of Meaning

Top layer - Literal interpretation

Middle layer - Character and behaviours, motives, plot.

Bottom layer - Authorial intent - what is the writer trying to make us think?



Literal inferential - *She wears a coat, so we know it's cold.*

Literal clarification- *The word 'rotund' means big or overweight.*

We know the character feels angry because the text says...

In this chapter, we learn more about X character we can infer that they feel... the text says...

The dialogue builds suspense in the line... it tells us...

The author chooses the word X to create the tension. We know this because X means... and it links to...

The author builds tension in the line... This is created by...