INSPIRE

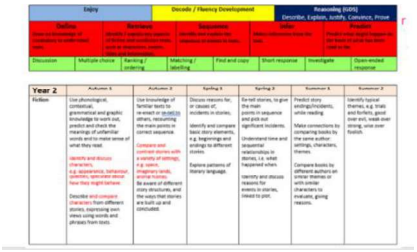
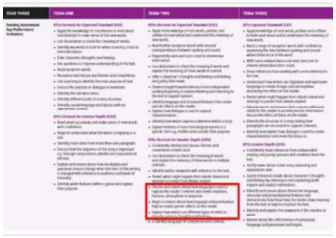
CURRICULUM

Reading



Reading

We want our children to be 'Inspired Readers'

Intent	Implementation
At Burnside Academy, we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Building up the children's vocabulary gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do, providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach.	In KS2, once children are fluent readers, they take part in daily whole class reading lessons, where they are exposed to a range of different texts. These lessons are streamed across school from Years 2-6. They can demonstrate their understanding and thinking of the carefully chosen texts using skill-based planning. Reading is taught daily in a 30-minute session. As well as enjoyment, these sessions develop children skills in defining, retrieving, sequencing, inferring, predicting and analyzing and evaluating authorial intent of a text read. **Why do we use whole class reading approach?** All children read more regularly All children are challenged All children are exposed to high quality texts and high-quality responses Encourages paired reading Low attaining children can make the most progress High levels of engagement, no wasted time or filler activities Develops reading for pleasure Children see teachers and peers as readers Children understand what being a good reader means **What documents do we use to plan reading sessions?** At Burnside Academy, we follow the Sunderland Local Authority, Curriculum Overview for Reading which is based on the key learning content in the DfE's statutory guidance English programmes of study: key stages 1 and 2. This document guides teachers in the long-term and medium-term planning of reading across the year. The programmes of study for key stages 1 and 2 consists of two dimensions: word reading and comprehension (both listening and reading).   Reading lessons are structured across the terms to incorporate progressive learning objectives which ensures planning includes the required elements and skills. To support the planning and to ensure a broad range of texts are read by children including, fiction, poetry and non-fiction, a reading spine has been developed in order to support the planning and delivery. In **KS1**, when children can read fluently and have completed Read, Write Inc phonics, they will progress onto the Read, Write Inc Comprehension programme. The aim of these sessions is to support being able to answer comprehension questions and be able to read fluently when reading more complex texts. More challenging texts are introduced as children become more competent in comprehension. When children are ready, they are introduced to our whole class guided reading approach.

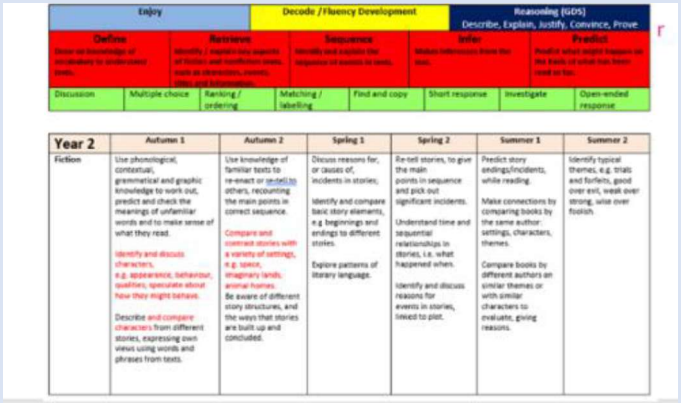
Important Links & Documents-

Whole Class Reading Curriculum:

Includes: Whole school coverage

Timetabling

Ideas for teaching



Enjoy	Decode / Fluency Development	Reasoning (GDS) Describe, Explain, Justify, Convince, Prove

Define	Retrieve	Sequence	Infer	Predict

Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read. Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave. Describe and compare characters from different stories, expressing own views using words and phrases from texts.	Use knowledge of familiar texts to re-enact or retell to others, recounting the main points in correct sequence. Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes. Be aware of different story structures, and the ways that stories are built up and concluded.	Discuss reasons for, or causes of, incidents in stories; Identify and compare basic story elements, e.g beginnings and endings to different stories. Explore patterns of literary language.	Re-tell stories, to give the main points in sequence and pick out significant incidents. Understand time and sequential relationships in stories, i.e. what happened when. Identify and discuss reasons for events in stories, linked to plot.	Predict story endings/incidents, while reading. Make connections by comparing books by the same author: settings, characters, themes. Compare books by different authors on similar themes or with similar characters to evaluate, giving reasons.	Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.

To ensure children are exposed to a variety of text types during our Whole Class Guided Reading sessions, we work on a three-weekly rotation of fiction, non-fiction and poetry. This enables children to gain a breadth of understanding from different genre types.

Weekly Timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction to the text Focus on skimming and scanning, text marking key information	Vocabulary focus Read aloud for fluency	Retrieval focus Echo read with the class for punctuation	Inference focus Choral read with the class for expression	Reading Plus programme Listen to readers

The Reading curriculum is carefully timetabled across a week to allow for ample time to be spent covering the key reading domains and objectives

We use the Reading Plus programme to support and improve the fluency of reading in Years 4-6.