

Intent, Implementation & Impact
I am a Reader – Lower School; Lower-Middle School

12. Intent:

12.1 The intent of our curriculum is to realise this vision for our children as readers:

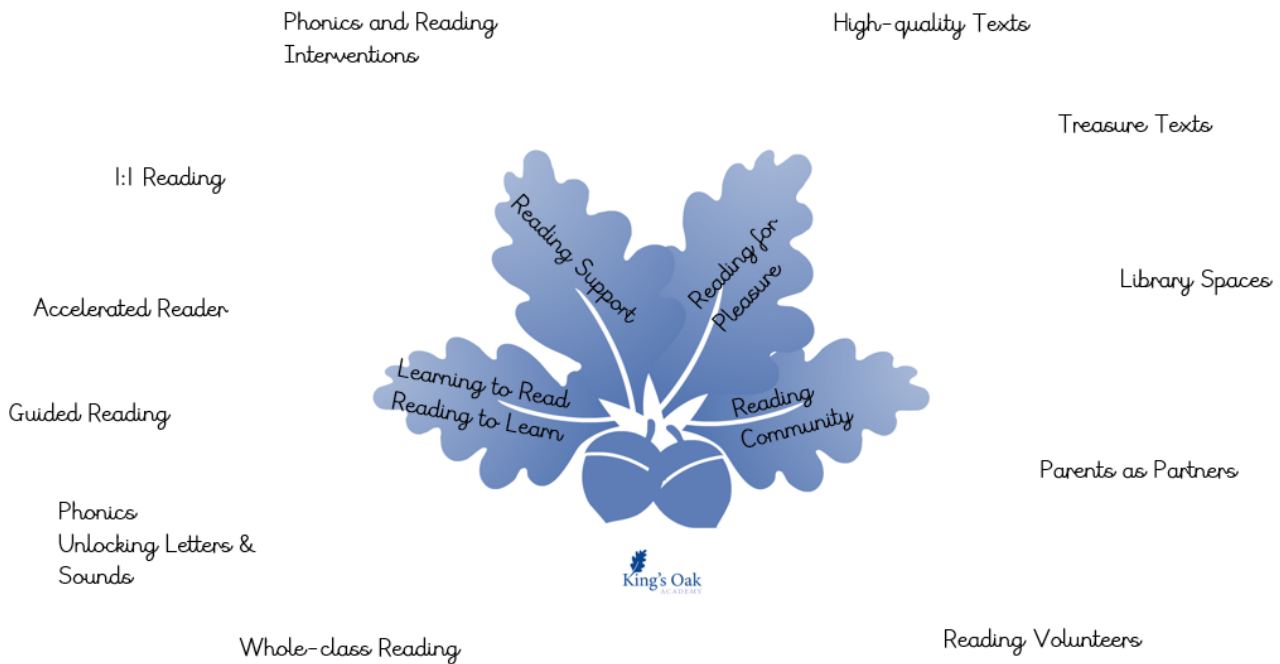
I am a reader. I can decipher the written code in texts of varying length and complexity; I can take meaning from the texts that I read; when I read, I read with fluency, intonation and at an appropriate pace. Reading enables me to make more sense of the world around me, it broadens my knowledge, widens my vocabulary and ignites my imagination. Reading gives me the power to develop myself as an individual and as a part of society.

Learning to Read – Reading to Learn – Reading for Pleasure

12.2 The progression of the Primary curriculum is detailed within the ‘CLF I am a Reader’ document.

13. Implementation

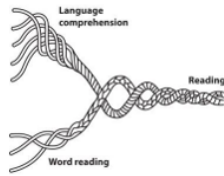
13.1 This document serves to guide the teaching team on the implementation of the curriculum across the Primary Years.



14. Planning and Progression

14.1 'I am a Reader' document

We use our whole-school 'I am a Reader' document for Long Term Planning of Reading. This document contains all key concepts for reading, key knowledge, vocabulary and skills. The strands within the Reading Rope have formed the basis of the reading progression document.




Reading Comprehension
- The construction of a mental model of a text's meaning

Word Recognition
to quickly translate the letters or spelling patterns of written words into speech sounds so that you can identify words and gain rapid access to their meanings.

READING FLUENCY

Language Comprehension
the ability to understand the different elements of spoken or written language.

Every word has three parts: its sounds (phonemes), its spelling (orthography), and its meaning.

English Orthography The writing system used to represent spoken English	Vocabulary The words that make up a sentence
<p>Phonics – grapheme-phoneme correspondence</p> <p>Phonemic skills – blending and segmenting.</p> <p>Orthographic Patterns – common spelling patterns that we see in words.</p> <p>Etymology - the origin of a word and the historical development of its meaning. Greek/Latin links in words.</p> <p>How? Phonics lessons, no nonsense spelling lessons</p>	<p>Morphemes - a word or part of a word of which has a meaning.</p> <p>Morphology - the recognition, understanding, and use of word parts that carry significance. E.g. un-help-ful</p> <p>Breadth – how many words you know/recognise? Depth – how deep is your understanding?</p> <p>Tiered Vocabulary -</p> <p>How? Vocabulary focus in WCR Vocabulary slide in Author</p> 

Background knowledge	Text structure	Sentence structure	Reasoning process	Comprehension strategies
Information that is essential to understanding words encountered in a text.	The way that information is organised in a text.	Simple, compound, complex and compound-complex	Making sense of what we read E.g. inference	Vocab Inference Prediction Explaining Retrieving Summarising
HOW? -Teach through meaningful texts linked to learning. - Provide an 'experience' linked to reading theme.	HOW? -Exploring different genres and features of texts in author lessons. -Reading a breadth of fiction and non-fiction texts for WCR	HOW? Explicit teaching in SPAG lessons. Analysing parts of texts during author and WCR lessons.	HOW? -Modelling the intended intonation when teacher reading aloud in WCR and Treasure texts (RiP) Peer Reading, Discussions	HOW? WCR lessons based on enabling opportunities to demonstrate VIPERS skills.

14.2 KS2 Weekly Overview planning format

This planning format is used to plan for whole-class reading sessions taught daily in KS2.

Whole Class Reading Plan

Term 1 Overview of Texts					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Week 3 Reading Plan					
STARTER		TEACHING OF SKILL			
Lesson 1 - Vocabulary		Objective: I can (What skill is being taught for vocabulary e.g. I can decode; I can engage with a text – age appropriate)			
Using words from the text; modelling decoding strategies	Using one of the four strategies	<p>I do</p> <p>Fluency and Expression</p> <p>Continue to model vocabulary strategies: morphology (phonetical/suffixes etc.), synonyms, context)</p>	<p>We do</p> <p>Echo Reading</p> <p>Ping-Pong Reading</p> <p>Text Marking</p>	<p>You do</p> <p>Paired Reading</p> <p>Text Marking</p>	
Lesson 2 – Reading Fluency		Objective: I can (What reading strand are you focusing on from the Reading Rubric)			
Using words from the text; modelling decoding strategies (No recording necessary)	Using one of the four strategies	To focus on using one strand of the reading rubric effectively e.g. expression and volume, phrasing, smoothness, pace.	Choose a small section of the text to model the skill being taught. Visualisers or photo and screen. Annotate. Children also have a copy. Annotate.	Self and peer assessment of reading using the reading rubric scale.	
Lesson 3- Mixed Skills		Objective: I can (What skill is being taught – VIPERS - e.g. I can infer emotions from a text; I can summarise key events from a text)			
Using words from the text; modelling decoding strategies	Using one of the four strategies	To retrieve information from a text What did Arthur do to save the village? How do you know? Can you prove it?	Choose a small section of the text to model the skill being taught. Visualisers or photo and screen. Annotate. Children also have a copy. Annotate.	Demonstrate understanding of the section of text by answering mixed comprehension questions	
Lesson 4 – Mixed Skills		Objective: I can apply my skills of reading			
Using words from the text; modelling decoding strategies	Using one of the four strategies	To infer about a character's feelings. What was Bob thinking when the boy snatched the pen from him? How do we know this is how he was feeling?	Choose a small section of the text to model the skill being taught. Visualisers or photo and screen. Annotate. Children also have a copy. Annotate.	Demonstrate understanding of the section of text by answering mixed comprehension questions	

Each lesson will include:

- A vocabulary starter
- Opportunity to read, using one of the KOA whole-class reading strategies (echo reading, ping reading, paired reading and text marking)
- Use of the reading rubric to teach a specific reading strand.
- Explicit modelling and practice of a reading skill

We demonstrate our understanding of the text through mixed skill comprehension questions. We keep our reading rubric focus and reading strategies at the forefront of these lessons, to develop reading fluency. We will use a range of skills to analyse different sections of the text. When appropriate, a discreet VIPERS skill may be taught.

Whole-class Reading Strategies

In order to build reading fluency, expression, reading accuracy and comprehension, we use the following whole-class reading strategies across the school:

- Echo Reading, where the teacher or lead reader reads out a short piece of text and the pupil echoes (repeats) it back.
- Paired Reading, where pupils work in pairs and read aloud to each other – one pupil reading, the other following with their finger.
- Text Marking, where pupils write symbols on a copy of the text in order to aid comprehension through meaningful expression.
- Ping Reading, where pupils take turns to read as deliberately selected by the teacher.

Vocabulary Strategies

At King's Oak Academy, we recognise that the ultimate aim of reading comprehension is to understand and relate to the meaning of the text. We know that some children struggle to comprehend a text because they have specific vocabulary deficits and significant gaps in their background knowledge.

We know that the gap in language development between a child who is disadvantaged and a child who is not opens up at 22 months. A child from a disadvantaged background will *typically* have heard thousands of words fewer in their life than a child from a more advantaged background (Hart&Risley 2003).

Our aim is for every child to leave school with a 'word-hoard' that supports their understanding and learning of all subjects our primary and secondary curriculums offer, building up their self-agency, sense of self and sense of place. We want our children to be skilled not only in reading, writing, listening and speaking, but also their general knowledge of science, history and the arts, and vocabulary size is a convenient proxy for a whole range of educational attainments and abilities.

Therefore, we use a range of vocabulary strategies across the curriculum:

- Finding the meaning from the context
- Using synonyms to work out the meaning
- Using morphology and etymology strategies
- Using the Frayer Model to explore tier 2 and tier 3 vocabulary

14.3 KS1 Reading Planning format for groups

Guided Reading is an opportunity to read with each reading group weekly to develop fluency, comprehension and oracy skills. The rest of the class complete meaningful reading tasks independently. These will cover curriculum objectives, such as prediction, inference, retrieval, explanation, summary and vocabulary work.

Year 1 Timetable for Guided Group Reading Term __ Week _ Year __

Class teachers will place a sticker/stamp/leave a message in children’s reading logs when they have completed a guided group. All children have a weekly session.

Children I am reading with in a Guided Group	Monday	Tuesday	Wednesday	Thursday	Friday
Group name and children	Guided group (insert name)	Inference focus	Phonics focus	Prediction (illustrations, story covers)	Book Club
Group name and children	Word meaning and vocabulary focus	Guided group (insert name)	Phonics focus	Prediction (illustrations, story covers)	Book Club
Group name and children	Word meaning and vocabulary focus	Inference focus	Guided group (insert name)	Prediction (illustrations, story covers)	Book Club
Group name and children	Word meaning and vocabulary focus	Inference focus	Phonics focus	Guided group (insert name)	Book Club
Group name and children	Word meaning and vocabulary focus	Inference focus	Phonics focus	Prediction (illustrations, story covers)	Guided group (insert name)

YR and Y1 children are read with on at least a fortnightly basis by the class teacher. All other reading session with volunteers, older peers, teaching partner will add to this, but will not replace it.

14.4 Reception and Year 1 Guided Reading session planning

At King’s Oak, Unlocking Letters & Sounds resources and books are used to delivered Guided Reading sessions in Reception and Year 1.

Unlocking Letters & Sounds phonetically matched and decodable texts are used to increase fluency, establish an in-depth understanding of the read material and interrogate the text appropriately and in a variety of ways.

As part of every group reading session, pupils practise the phonemes and tricky words which will appear in the book. The teacher also discusses any key vocabulary that they will meet in the text. Teacher use planning with prepared questions to develop a particular skill with comprehension, e.g. inference.

Teachers will focus on the following strands in daily phonics sessions and Guided Reading sessions:

	What does this mean?	How do we do this?	What books do we use?
Word Recognition	Readers are able to decode words and read CEWs	<ul style="list-style-type: none"> Daily phonics lessons Reading practice through guided reading lessons and individual reading 	<ul style="list-style-type: none"> Fully decodable books that precisely match current phonics attainment
Fluency and prosody	Readers are able to read aloud without sounding out GPCs	<ul style="list-style-type: none"> Daily phonics lessons Reading practice through guided reading lessons and individual reading Adults model this when reading 	<ul style="list-style-type: none"> Fully decodable books that precisely match current phonics attainment Adults model using a range of books and texts
Vocabulary	Readers are introduced to a range of vocabulary	<ul style="list-style-type: none"> There will be some opportunities to introduce new vocabulary during phonics lessons and guided reading lessons Richer vocabulary will be found by reading children a range of rich and powerful books, texts and poems 	<ul style="list-style-type: none"> A rich range of books, texts and poems
Comprehension	Readers develop understanding of what they have read and make links with their own lives and the wider world through their reading	<ul style="list-style-type: none"> There will be some opportunities to develop comprehension skills during guided reading lessons More opportunities will be found by reading children a range of rich and powerful books, texts and poems 	<ul style="list-style-type: none"> A rich range of books, texts and poems

The following planning format is used to deliver and record evidence of the guided reading session:

Year 1 Reading Group Planning Format

Group Reading record sheet will be filed alongside the Unlocking Letters & Sounds 'Lesson Plan for Guided Reading'

Text:		Phonics Phase:		Group name:		Date/w/b:	
Name:	Book talk	Phonics focus	Blending focus	Vocabulary	Common exception words	Independent reading	Reading fluency

Comprehension questions/Name						
Unlocking Letters & Sounds questions						

Guided Reading timetables and planning is kept in the planning folder on the shared drive and annotated plans are kept in a class Reading Folder. KS1 question stems will be used to aid questioning and there will be evidence of a variety of domains covered.

KS1 Domains

Vocabulary 1a: Draw on knowledge of vocabulary to understand texts	Retrieve and Explain 1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Sequence 1c: Identify and explain the sequence of events in texts	Infer 1d: Make inferences from the text	Predict 1e: Predict what might happen on the basis of what has been read so far
<ul style="list-style-type: none"> ☐ What does this... word/phrase/sentence... tell you about... character/setting/mood etc? ☐ Highlight a key phrase or line. By using this word, what effect has the author created? ☐ In the story, 'x' is mentioned a lot. Why? ☐ The writer uses words like ... to describe What does this tell you about a character or setting? ☐ What other words/phrases could the author have used? ☐ The writer uses ...words/phrases...to describe ... How does this make you feel? ☐ How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc? Can you find those words? ☐ Which words and /or phrases make you think/feel...? 	<ul style="list-style-type: none"> ☐ Where/when does the story take place? ☐ What did s/he/it look like? ☐ Who was s/he/it? ☐ Where did s/he/it live? ☐ Who are the characters in the book? ☐ Where in the book would you find...? ☐ What do you think is happening here? ☐ What happened in the story? ☐ What might this mean? ☐ Through whose eyes is the story told? ☐ Which part of the story best describes the setting? ☐ What part of the story do you like best? ☐ What evidence do you have to justify your opinion? ☐ Find, it. Prove it. ☐ How do the title/contents page/chapter headings/glossary/index... help me find information in this book? ☐ Which part of the text should I use to find...? ☐ Why has the author organised the information like this? 	<ul style="list-style-type: none"> ☐ What happens first in the story? ☐ Use three sentences to describe the beginning, middle and end of this text? ☐ You've got 'x' words; sum up this story. ☐ Sort these sentences/paragraphs/chapter headings from the story ☐ Make a table/chart to show what happens in different parts of the story ☐ Why does the main character do 'x' in the middle of the story? ☐ How does the hero save the day in the story? 	<ul style="list-style-type: none"> ☐ What makes you think that? ☐ Which words give you that impression? ☐ How do you feel about...? ☐ Can you explain why...? ☐ I wonder what the writer intended. ☐ I wonder why the writer decided to...? ☐ What do these words mean and why do you think the author chose them? 	<ul style="list-style-type: none"> ☐ Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea? ☐ What do you think will happen to the goodie/baddie/main character? Why do you think this? ☐ What will happen next? Why do you think this? Are there any clues in the text? ☐ Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? ☐ Which stories have openings like this? Do you think this story will develop in the same way? ☐ Why did the author choose this setting? How will that effect what happens next? ☐ How is character X like someone you know? Do you think they will react in the same way?

15. Phonics

15.1 We begin the process of learning to read in the Early Years Foundation Stage, where we believe that the systematic and rigorous teaching of phonics is the fastest and most effective way of getting young children to start reading. The Early Learning Goals provide the basis for planning reading with discrete phonics directly taught throughout the Foundation Stage. By the end of Reception, it is our expectation that all children can blend sounds and that all will be reading phonetically decodable books, which closely match children's phonics knowledge and application. In Early Years Foundation Stage, the focus of writing is using phonics to write simple sentences with basic punctuation.

15.2 As children move into Key Stage 1, we continue to teach discrete phonic sessions using the Unlocking Letters & Sounds programme with rigour and fidelity. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers, however we continue to build upon the Unlocking Letters & Sounds structure and approach by revisiting sounds alternatives, introducing the relevant morphemes and spelling rules by following an integrated No-Nonsense spelling programme by Term 3.

15.3 For those children who are not at the expected level by the end of Year 2, class teachers will work with the SENDCo to provide intervention activities using the Unlocking Letters & Sounds programme.

15.4 In Year 1, children are assessed termly to track their progress towards the Year 1 Phonics Screening assessment.

15.5 Unlocking Letters and Sounds Progression

The progression used in Unlocking Letters and Sounds largely follows the progression contained in Letters and Sounds 2007.

The progression is structured broadly to follow Phases 2 to 5 of Letters and Sounds, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development.

The phases are organised as follows:

Year group	Phase
Reception	Phase 2 Phase 3 Phase 3 Mastery Phase 4 Phase 4 Mastery
Year 1	Phase 4 Revision and Y1 NC requirements Phase 5 a Phase 5 a Mastery Phase 5 b Phase 5 c
Year 2	Phase 5 a Spellings Recap Phase 5 b Mastery Phase 5 c Mastery

16. Reading at Home

We know that daily reading has huge impact on a child’s development. Evidence shows that children who read 5 minutes per day acquire an additional 282, 000 words per year. This language acquisition is central to a child’s lifelong success. “Words are essentially tools, like an artist’s paint palette, the more you have available to you, the richer your vision of the world is, the broader your imagination and the greater your ability to express yourself.” (Alex Quigley-Closing the Vocabulary Gap)

Parents are supported in how to read to and with their child at home during a Meet the Teacher meeting at the start of each school year. A reading bookmark with useful questions and guidance for recording comments in home reading records are provided for every child. Reception, Year 1 and Year 2 parents have an opportunity to observe a phonics lesson in school. Home adults record this in their child’s reading record. Staff monitor this daily and support families to meet our home reading expectations. Staff identify the children who have not read and ensure they have this opportunity in school. We celebrate home reading by submitting children to the reading raffle in our weekly Celebration Assembly, where they have read at home at least 4 times.

17. Reading for Pleasure



Reading Volunteers
- parents/carers,
older students

Accelerated Reader

Library Spaces -
school and class

High-quality
Authors Curriculum
Texts



Treasure Texts -
end-of-day reads



Parents/carers as
Partners -
workshops, 'Books
and Biscuits'



Assemblies - books
linked to values and
gem powers



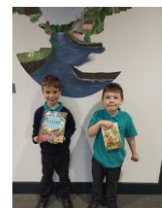
Book Club Y1-Y4



Reading Enrichment
events - WWD, Get
Caught Reading

Reading Raffle

Teachers as
Readers



17.1 Each class has a designated reading area which is an engaging environment to promote key and high-quality texts. Teachers organise the use of this within their own classrooms. There is also a large selection of fiction and non-fiction books for children to access in the library area.

17.2 We promote reading through our key Authors curriculum texts and celebration displays, daily Treasure Text reads, an annual book fair, daily reading lessons, the weekly reading raffle celebration, parent/carer workshops and other community events such as weekly 'Books and Biscuits' sessions in Year 1.

17.3 Treasure Texts

At 2.40pm every day, in every class across the whole school, children listen to their teacher read a story. In KS1 this is likely to be a picture book or an early chapter book whereas in KS2, the teacher will read for a sustained amount of time. Teachers carefully choose challenging and engaging texts to read aloud that are intended to stretch and develop the children. While reading, teachers model the reader's thought processes. Reading will be interspersed with commentary, explanation or making links to general knowledge. Teachers model enjoyment, engagement and a love of reading. From this, children are exposed to a wealth of wonderful vocabulary as well as an excellent model for how to be a reader. Our Treasure Texts are mapped out across the year in each year group's curriculum overview.

18. Reading Assessment

18.1 Reading assessment at King's Oak Academy is continuous and holistic. Every week, teachers listen to all children read, prioritising the children who do not read regularly at home. From this, verbal feedback is given so that children are aware of what they need to do to develop as readers. Children are assessed using Unlocking Letters & Sounds assessments on a termly basis, PM Benchmarking, Star Reading tests and Pixl assessments at regular intervals during the year; these inform whole-class planning, priority reading lists and catch-up intervention timetables. Alongside a teacher's understanding of the child as a reader, standardised tests are used to support teacher judgements from Year 2 to Year 6. These are used as a tool to inform class teachers' planning and identify strengths and areas for development.

18.2 In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals.

Assessment for Learning is established in all teaching and formative assessment occurs daily through oral feedback. Children are assessed on their individual sound knowledge and fluency using the Unlocking Letters & Sound spreadsheet, forming a basis for catch-up interventions.

18.3 Termly assessment calendar is available on the shared drive and used to plan assessments and interventions.

18.4 King's Oak Academy Reading Levels

Children's reading levels are used to ensure and test fluent decoding and whole word reading, along with a general reading comprehension of age-related reading levels and texts. In Reception and Year 2, pupils access matched and fully decodable reading books from Phase 2 – Phase 5. In Year 2, once all phase 5 sounds are secure, some pupils will move on to PM level reading books (purple to lime), assessed on terms 2, 4 and 6 using PM Benchmark assessments.





In Year 3 – 6, pupils access our Accelerated Reader scheme which helps teachers track students' independent practice and progress with reading. Our school library stocks are stickered with the AR Levels to aid the selection of appropriate titles and interest levels. Pupils access the Star Reading test in terms 1, 3 and 5 to identify the appropriate reading level within pupils' ZPD.

18.5 Individual Reading at KOA

18.6 At KOA, we listen to our pupils read every day, through daily phonics lessons, guided reading lessons, whole-class reading lessons and individual reading. Individual or 1:1 reading is tracked through class reading logs, where in Reception and Year 1 are read with on a fortnightly basis and pupils from Year 2 to Year 6 are read with on a three-weekly basis. In addition to that, priority readers will be read with two to three times per week. Teachers and other adults write in pupils' reading records to identify strengths and the next steps.

18.7 Our Reading Assistant, Teaching Partners, Reading Volunteers and older pupils are able to provide additional reading support to ensure frequent reading opportunities and fluency for all.

18.8 To be a skilled reader, we expect our pupils to be reading:

- With accuracy 
- At an appropriate rate 
- Fluently 
- To understand 

When reading with pupils, school adults use these expectations, along with the 'Fluency Rubric', accessible through the CLF I am a Reader curriculum document, to assess pupils' reading skills.

19. Inclusion

Adults within a year group team will provide quality additional teaching to learners experiencing a disadvantage, including those with SEND. This could include hearing them read on a 1:1 basis or precision teaching to support the learning of phonics or high frequency words. This is tightly monitored and tracked by school staff to ensure their needs are met and they quickly make progress towards ARE. For children who have SEND, teaching is adapted to suit each learner. Some of the strategies we use to differentiate are; coloured overlays, adapted font, differentiated levels of text, pre teaching and over teaching of texts, vocabulary and contextual support and sentence building activities.

20. Professional Development Opportunities (Primary)

Whole staff PD		
Why is reading important?	Vocabulary – how can it be developed most effectively within subject areas?	Reading assessments – interpretation and understanding of what they do and do not tell us – leading to a model of tiered support
Why is reading often challenging? What is the impact of struggling to read on students’ academic achievements and on their behaviour?	Incorporate writing instruction with reading, in every lesson: how to do this well to ensure reading benefits writing and vice versa	Reading for pleasure: the use of high quality texts; teacher modelling of fluent, accurate reading
Why do all teachers need to understand how to support those who struggle to read?	Incorporate the development of oracy skills into planning and teaching to support the development of reading and writing skills	EAL learners – how we can ensure that children whose home language is not English, can develop as readers in both their home language and English
Phonics – learning to read instruction (UL&S) and understanding how to use it within planning and teaching post KS1	Assessment of reading – what are we listening for when we hear a child read? What support can we give to those who struggle?	
Reading strategies – those that can be developed, used and enhanced across all areas of the curriculum	Fluency: why is it important? How does it impact on comprehension? How can teachers develop fluent reading in their students?	

21. Monitoring

Department Head, along with the Second in Department and the Subject Link, is responsible for improving the standards of teaching and learning in English through monitoring and evaluating English:

- Taking the lead in policy development designed to ensure progression and continuity of English throughout the school
- Providing support for colleagues in their development of planning and implementation of curriculum
- Providing support in assessment and ensuring it is used effectively to ensure progress
- Assisting in the monitoring of progress and standards in English, taking responsibility for the purchase and organisation of central resources for English and keeping up to date with developments in English education, disseminating information to colleagues as appropriate
- Alongside the SLT, analysing data and monitoring teaching and learning. Using this information, the subject leader will identify priorities and set appropriate targets. They should plan and deploy resources accordingly to meet these targets.

22. Impact

Through the teaching of systematic, synthetic phonics, our pupils become competent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Book scrutiny of pupils’ learning, pupil conferencing, outcomes and reading attitudes across the Academy demonstrate a depth of understanding, progression and challenge across the curriculum.

We firmly believe that reading is the key to all learning and life chances and so the impact of our reading curriculum goes beyond the results of the statutory assessments. By the time children leave King’s Oak Academy, they are competent readers who can recommend books to their peers, are able to evaluate an author’s use of language and the impact this can have on the reader, use their skills to read across the curriculum, have a thirst for reading a range of genres and participate in discussions about books.