

Bank View School



Believe Value Succeed

Reading Curriculum Overview

Reading

Intent

At Bank View, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that a quality reading curriculum should develop the children's enthusiasm and love of reading. We aim to instill this through the culture of our school where reading for pleasure is highly valued and by providing a stimulating and immersive reading environment. Reading is at the heart of our curriculum and supports all school life with skills being developed through a range of rich and varied learning opportunities.

Reading Information

Bank View curriculum for reading consists of two dimensions:

- word recognition
- language comprehension

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. We understand the value in providing pupils with a 'rich reading diet' that allows them to develop in a cultural, emotional, intellectual, social and spiritual way and to acquire knowledge to build on what we have already learned across the curriculum.

Word Recognition

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words (sight vocabulary). Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading. Word Recognition comprises of three elements:

Sight Words	<ul style="list-style-type: none">• Common exception words (Common exception words are words where the usual spelling rule doesn't apply, children are introduced to these words at an early stage).• High-frequency words (words that appear most commonly in the English language)• Words that are high in frequency but do not always contain graphemes that are not easily blended in reading.• Higher-level vocabulary
Decoding Strategies	<ul style="list-style-type: none">• Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their speech sounds (phonemes) and recognising the patterns that make syllables in words.
Phonological awareness	<ul style="list-style-type: none">• Phonic lessons• Teaching sound-spelling relationships

Phonics

Systematic phonics is widely recognised as the most effective way to teach children to read. Here at Bank View, we are passionate about teaching phonic lessons that appeal to and engage all learners through fun activities. We use a scheme called Monster Phonics. The scheme uses a colour-coding and multi-sensory experience to help children learn. Monster Phonics resources are mapped against the DfE Letters and Sounds phases and the KS1 Spelling Curriculum.

Phase	Phonic Knowledge and Skills
<i>Phase One</i>	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i>	Learning 19 letters of the alphabet and one sound for each. Blending sounds to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i>	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th represent the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, pupils will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i>	No new grapheme-phoneme correspondences are taught in this phase. Pupils learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i>	Now we move on to the "complex code". Pupils learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i>	Working on spelling rules, including the use of prefixes and suffixes, doubling and dropping letters etc.

The colour-coded grapheme system is unique to Monster Phonics; each colour-coded grapheme is linked to a monster character that makes the same sound to give audio-visual prompts that help the children 'see' each sound within a word and pronounce it correctly. Our secondary school use monster phonics and other schemes, chosen by the English department to suit the individual needs of our readers and to make sure these schemes are age-appropriate but also at the appropriate level.

Comprehension Skills

We intend to create confident readers who can develop a deep and true understanding of what they read. Although many children can read, reading and reading comprehension are two different components. While reading involved translating decoding texts into sounds and spoken words, reading comprehension involves taking what was just read and deriving

meaning from those words. In simpler terms, reading comprehension is the ability to read, understand, process and recall what was just read.

The teaching comprehension skills will be taught through mainly whole class teaching based on whole class (content domain-based) shared/guided lessons to ensure that the children understand the specific skills of language comprehension and are confident in the rigour, pace and expectations of the end of year group assessments.

Reading Content Domain reference stage 1:

- 1a draw on knowledge of vocabulary to understand texts
- 1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c identify and explain the sequence of events in texts
- 1d make inferences from the text
- 1e predict what might happen based on what has been read so far

Reading Content Domain reference stage2:

- 2a give/explain the meaning of words in context
 - 2b retrieve and record information / identify key details from fiction and non-fiction
 - 2c summarise main ideas from more than one paragraph
 - 2d make inferences from the text / explain and justify inferences with evidence from the text
 - 2e predict what might happen from details stated and implied
 - 2f identify/explain how information/narrative content is related and contributes to meaning as a whole
 - 2g identify/explain how meaning is enhanced through the choice of words and phrases
 - 2h make comparisons within the text
- Units of learning must be more heavily weighted towards V (Vocabulary), I (Inference) and R (Retrieval).

During KS3/4 this is developed further in English literature, theme and reading lessons. Reading Stars lessons are used to specifically work on pupils' individual reading and SPAG (spelling, punctuation and grammar) targets/development.

Implementation

Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Teachers must draw on a range of techniques and strategies for learning to read to be successful. Teachers will use resources appropriate for the level at which the children are working:

Phonics Lessons	High-quality phonics sessions are taught daily to give children a secure word reading. Children progress through the phases and access spelling patterns to further develop their reading skills. Phonic
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	<p>sessions are taught in small groups of no more than five children or on an individual level depending on the needs of each child/class.</p>
Individual Reading	<p>Pupils read to the teacher or other adult on a 1-1 basis. This allows pupils to practise blending and segmenting as they apply their phonic knowledge. Individual reading aims primarily to improve fluency. It also provides an opportunity to discuss a text 1-1 with an adult. Reading books are carefully selected by teachers to match individual abilities.</p> <p>Primary- In the primary department we use the Monster Phonics reading scheme as our main reading scheme to support children's reading development. Children who are not ready to advance to the next stage will be supported with additional reading sessions using the Dandelion reading books, to read more broadly at their reading level. We will not rush or push children through the stages until their decoding skills are ready to progress to the next stage.</p> <p>Secondary- In reading sessions, pupils will follow different reading schemes depending on their ability. At BVS we use the following schemes and have recently been lucky enough to update and supplement our current schemes. Higher ability readers have a wide range of texts to choose from in classrooms or in our mini-libraries around the school.</p> <ul style="list-style-type: none"> • Wellington Square • Words First • On The Edge • Project X • Oxford Owl (Online Reading) • Dandelion Phonics Books For Catch Up Readers Series • Monster Phonics and Dandelion
Independent Reading	<p>Children need to be given the opportunity and encouragement to read independently to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.</p> <p>In independent reading, pupils explore books on their own, exploring different kinds of texts and applying new learning or using the pictures to create their own story. Pupils should be able to read these books easily, without assistance. Pupils often choose their reading materials, but independent reading can be organised by levelled books or recommendations from the teacher. This can also include non-fiction texts for research as part of the wider curriculum.</p>
Story Time	<p>Stories stimulate a child's imagination and expand their understanding of the world. It builds many foundational skills, introduces vocabulary and provides a model of fluent and expressive reading</p> <p>Weekly storytime session allows children to study carefully selected books to discover a range of authors and genres. Not only does this time allow for teachers to demonstrate exemplary reading skills, but also allows children to discover a range of linguistic conventions and challenging vocabulary. In the secondary department form, tutors read a class text every morning. These texts are age-appropriate and</p>

	allow pupils to access vocabulary that they may not have access to independently.
Shared Read	In shared reading, the teacher's role is to make overt what good readers do and encourage children to be actively involved in reading at the moment . During shared reading, the children can access a text which may be challenging to them individually. Reading skills and strategies should be modelled, and discussion should help children to a deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions. The class teacher will plan a series of English lessons or activities around a text linked to the current learning theme.
Reading Area	Reading areas are provided in every classroom to allow children to read a wide variety of books from well-known authors and to experience the joy of choosing a book and reading for pleasure. Children are also encouraged to borrow books from our library to share at home.
Home Readers	Homework is an important part of the learning process. However, we understand that for some of our children homework can be the cause of home triggers. As a result, reading books will only be sent home on parental/child request. Then we aim for children to practise and celebrate their reading skills at home. Therefore, we will send home reading books set at a level below what the children are reading. This is done to improve confidence and fluency. Reading books are changed weekly after each book is completed. In the secondary phase of the school 'take-home readers' are available on bookshelves around the school, for pupils to take home and read as part of our home reading challenge. Parents are given termly letters with information about Lexia and there is information on the website for reading at home.
Comprehension Skills	The whole class (content domain-based) shared/guided lessons ensure that the children understand the specific skills of language comprehension teachers may decide to spend 2-3 weeks on one domain depending on the needs of their class. This will not be dictated but all content domains should be covered throughout the year. When children do not make expected progress, they will work in targeted groups where the focus is still on the content domain but the texts have been selected to reflect the needs of the children. The texts are high-interest texts to ensure engagement
Key Events	Annual reading events will be held to help develop the love of reading through World Book and Poetry Day. By holding book fairs and having visits from authors. We will hold reading challenges and competitions. We take year groups on trips linked to the texts or topics they are studying.
ICT	Pupils have the opportunity to use laptops and i-pads in lessons. Laptops are booked for every Reading Stars Lesson in the Lower-

	<p>School. There are a range of websites and programmes we use. Here are some examples:</p> <ul style="list-style-type: none"> • Lexia • Monster phonics • www.readanybook.com • www.oxfordowl.co.uk • http://www.magickeys.com/books
<p>Reading Stars (Secondary Year 7-9)</p>	<p>The Reading Stars lessons are aimed at pupils improving their reading, phonics and spelling at an individual level. Pupils work in ability groups/pairs and at times independently. The wide range of reading resources available means that pupils can continuously work at a suitable level for their personal development. Reading Stars lessons are used to help the pupils improve their overall reading skills. In these lessons, pupils read a range of texts on their own or in groups implementing guiding reading strategies. They then complete a range of tasks related to these texts. These tasks are set with the aim of helping the pupils to develop various reading skills and may also enable them to work on improving their writing, grammar, spelling and speaking and listening skills too. Pupils are awarded Reading Stars related to the effort they have put into the texts and tasks. These stars are collected by pupils until they have enough to receive a reading certificate. The texts and tasks are chosen so that they are related to the pupils' individual abilities and targets for improvement. Texts may involve functional skills. Reading Stars lessons are not used in the Upper School. Reading is instead incorporated into the literature and theme lessons and at times used in Reading for Pleasure sessions.</p>
<p>Other Subjects (Secondary)</p>	<p>Reading is encouraged across all subjects so that we can develop the habit of reading widely and often. Subject teachers should have a variety of subject related books or texts so that students can acquire a wide vocabulary in all subject areas. Other subjects in the school must have a reading plan for their subject area with additional reading activities. The reading plan should focus on the reading domains and implement monster phonics colour coding to their key vocabulary to aid our phonic readers.</p> <p>Pupils should always have their own specific reading, writing and oracy targets related to their current level/needs that they should be encouraged to work on in all English lessons. These are shared termly with all subject teachers so they are familiar with individual targets. A whole-school reading action plan has been put in place to ensure reading is taking place across the whole school in all subjects.</p>
<p>Parents</p>	<p>English Department news and/or our Reading Ambassador's news is included in the school newsletter termly.</p> <p>When pupils achieve a Reading Stars certificate, a certificate is sent home to parents to celebrate their success.</p> <p>On parent's evening, teachers discuss reading at home. They are given a letter on tips for reading at home and reading strategies.</p>

	Parents can request reading homework for their children.
6 th Form	<p>The main focus in the sixth form is for students to gain independence and confidence in preparation for the wider community. In light of this, our focus on reading reflects the above within the curriculum. During registration, the students read aloud the news stories from the BBC Newsround website, as well as watched the programme. Students also have the opportunity to read 'First News' a student-focused newspaper to which we subscribe to. This provides age-appropriate articles which report the facts and inspire discussion and/or debate. This is also available in digital format for those who prefer it. Friday mornings are spent using the laptops to read from the Epic digital library. This platform has around 40,000 books, audiobooks and educational videos to choose from and is really easy for students to access. Every student is actually reading something from the library. Each student has a record sheet which they complete once they have finished a book which asks them to name the book and author and they also give a brief synopsis. They then go on to choose another one. For those students who struggle with reading independently, they have the choice of accessing an audiobook. Once they've listened, they can then go on to read the book of the same title, clicking through the pages without turning the audio on. This helps to build fluency and gives them more confidence. Further reading is done in lessons using BKS B English, where students will complete reading activities and comprehension tasks, specifically linked to their functional skills' English qualifications. All of the reading skills practised within the school are then applied within the community when out travel training, volunteering and on work experience.</p>
Base 1	<p>We have weekly interventions with Base 1A. We currently run four different groups; comprehension, handwriting and two phonics groups. We have a lower and a higher phonics group that follows the monster phonics scheme. Based on the phonics interventions on a Monday, we then follow that sound throughout the week, through a word of the day task. This task incorporates phonics, dictionary skills and sentence writing. This is done as a starter task in all English lessons.</p> <p>We have one weekly reading stars lesson that is run on a carousel. The class are split into four guided reading groups and they each do four different activities per lesson. The four activities are run by class staff and they consist of comprehension, handwriting, individual reading and the reading stars programme. If a task finishes before the next group starts, the children are encouraged to read for pleasure by choosing a book from the class library, which they really enjoy.</p> <p>We are also trialling a rota for individual readers during the week. We have four tables set up in class and each table has a designated day</p>

	<p>that they read with an adult. Therefore, all children will read with an adult at least twice a week and we aim for more where possible.</p> <p>In our English lessons, we read a novel across each term and do lots of activities around it. The novels that are chosen are accessible to the students as they are read by an adult and they capture the interests of the children.</p> <p>If the children finish their work in a lesson before the end, they are encouraged to choose a book from our class library to again encourage reading for pleasure. During this time, staff will also read a chosen book to a child if requested.</p> <p>During form time, we practice our spelling. The children each get a personalised set of words that they practice all week before then doing a spelling test on a Friday. Some of the children follow high frequency and common exception words while others follow words linked to their phonics sound for that week. The children will write out their spellings each morning and read them aloud to an adult.</p> <p>At the beginning of a topic in other subjects, we spend time going over the vocabulary they will need. We also try to incorporate stories and reading domain questions within other subject topics/lessons</p>
Base 1a	<p>In Base 1A, reading is incorporated into all academic lessons. We have 3 reading sessions a week when all the children read to an adult and it is logged on a record. We are reading the monster phonic books and the children are working through the levels after completing a baseline in the Autumn. We run English intervention and the pupils are split into specific areas they need help with - we have a lower and upper phonics group, comprehension and handwriting. We have seen a great improvement in the pupil's work since starting interventions and the pupils are now more confident. We have 3 English lessons a week and in 2 of those, we read our novel. We have differentiated books based on the children's abilities. In other lessons, children are asked to read from the whiteboard and have tasks that involve reading and discussion. We have a class library that includes a range of books about all different subjects and if a child has finished their work they will go and read a book.</p>
Base 4	<p>Base 4 is read to a member of staff at 1:1 each morning. In addition to this, the teachers read aloud to the class once a day and share key vocabulary in each lesson. We have Reading Stars lessons once a week. In these lessons, pupils focus on the same book for a number of weeks and complete a range of activities linked to the sounds within the book. Pupils with a reading age below 7 are given 1:1 phonics lessons. We use our Monster Phonics display to address any</p>

	misconceptions about GPC's. Year 11's participating in reading intervention once a week on a Monday morning.
Base 3	The teacher reads to the class during form time. Then during lesson 1 or 2 support staff will take students out for 1:1 reading.
Base 2	<p>The main aim of Base 2 is to develop confident readers who have a love of reading. The majority of students in Base 2 are reluctant readers who require a personalised learning approach to reading. The staff adopt a number of strategies in order to achieve this. Students read to an adult frequently (usually daily) throughout the week. Reading stars lessons can be completed in one lesson or are split throughout the week; Monster Phonics activities and high-frequency flashcards are used daily for those who require them, alongside comprehension activities and a book banded reading scheme work, where students are asked a guided reading question to support the development of the reading domains. These questions are tailored to a student's level of learning.</p> <p>In Base 2 reading is not a standalone subject, it is at the heart of the curriculum. Opportunities to target the reading domains are planned for topics, alongside new subject-specific vocabulary being embedded in each medium-term plan, with students being introduced to it throughout the topic. An example of this is Science where new vocabulary is introduced and verbally discussed and copied down at the start of each lesson.</p> <p>Reading for pleasure is an aspect of reading that is encouraged and developed in Base 2. Staff collaborated with students to create a comfortable reading area with bean bags and a reading tent. Pupils visited local book shops to purchase books; supermarkets to choose magazines of interest and have chosen books they would like to order to read for pleasure. All of these are being added to the reading area. Alongside this, students attend weekly trips to the local community where staff take every opportunity to encourage students to read in everyday real-life situations.</p>

Intervention

As a school, we recognise that it is essential for all children to learn to read and that phonics may not work for all children. On-going formative and summative assessments are used to assess pupil progress alongside teacher judgements using B-Squared/ classroom monitor/Monster Phonics assessments/standardized assessments to identify children who are not making significant progress. Children with identified gaps will be targeted for intervention to help accelerate their progress.

Additional teaching and support are required through small group work and 1:1 catch up sessions. We provide a range of interventions to ensure that no child is left behind. These include Words First, Beat Dyslexia, Lexia and ToebyToe.

Role of the Primary Class Teacher/ Secondary English Subject Teachers/Base Teachers

It is the responsibility of the class teacher to:

- monitor the reading and spelling of common exception words
- monitor the implementation and effectiveness of guided reading
- review assessment data to track progress in their class
- Identify pupils who need intervention or challenge
- Work with and support Teaching Assistants to ensure that teaching has an impact on progress in reading
- Audit and ensure that reading materials available in class are of a good quality
- Keep up to date with changes to the curriculum for reading
- Promote a love of reading in class

Secondary Subject Teachers

It is the responsibility of the Subject Teachers to:

- To have schemes of work that show what reading skills are to be covered in that area of the curriculum.
- Development of teaching of discrete comprehension skills across the curriculum.
- Understand that reading books need to be closely matched to phonics stage/ child's ability. Ensure that all staff are confident in selecting the correct ability book.
- Staff are familiar with the 'simple view of reading' and how this can be used to improving reading across school.
- Encourage the use of key words for each topic by providing pupils with regular word lists and reminders of key vocab for that subject area.
- Using vocabulary effectively within lessons including Monster Phonics colours when needed or communication print.
- Provide opportunities for the students to develop and use new subject specific vocabulary orally and in their writing.
- Plan specific reading/comprehension tasks within each subject
- To know children's reading ability and targets to inform their planning.

Role of English Subject Lead in Primary/Base and Secondary Phase

It is the responsibility of the English Lead to:

- RAG rate pupils
- Audit and organise reading resources within school to ensure we have the best materials available to teach children to read
- Plan and oversee training and support for teachers and teaching assistants as necessary to keep them up to date with current good practice and pass on information to colleagues.
- Ensure all staff have access to reading ages and termly literacy targets
- Monitor the teaching of phonics and reading across the school

- Lead staff meetings to share good practice
- Keep up to date with Government Policies
- Track pupils to ensure that interventions are implemented and support progress
- Promote a love of reading across the whole school
- Promote reading at home and communicating with parents regularly in regards to reading at home

Impact

The ultimate goal is that all children will transform from slowly decoding (sounding out) a word to rapidly recognising it. Once this happens children can focus on developing their fluency and comprehension as they move through school, better helping them to cope in the world.

At Bank View the impact will be seen through:

- Internal monitoring including learning walks, lesson observations, whole school, moderation, book and planning scrutiny. This will ensure teaching, learning and assessment are of high quality and consistent across the school.
- Pupils commenting on a love of reading throughout the primary and secondary phase
- External moderation of phonics and reading with other SEN schools and local authority group moderation meetings. This provides external quality assurance and validation of our teacher assessments.
- Our tracking and assessment system (B-Squared/classroom monitor) enables a formative and summative assessment to be recorded. Leadership and class teachers analyse the data to review the attainment and progress of individual and key groups of children. Any children who are not on track to make expected progress are tracked and supported through intervention logs.
- Rapid, effective support for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up.