



THORPLANDS PRIMARY SCHOOL READING CURRICULUM & STRATEGY.

English at Thorplands aims to be aspirational, enriching, inclusive, enjoyable and enables children to express themselves.

Intent

At Thorplands Primary School (TPS), we intend for our children to leave Year 6 as fluent, confident readers who understand the importance of reading on their immediate and future lives. We intend for them to leave having read a rich variety of fiction and non-fiction literature ranging from: graphic novels, classic texts and magazines to comics, poems and modern stories. We intend for them to develop such an enjoyment for reading that they leave as avid readers choosing to read for pleasure and to read to learn.

We intend for our children to leave TPS having participated in an array of quality book-related experiences and have acquired the linguistic skills in order to be able to discuss, evaluate, reflect, compare, critique and engage in meaningful conversations about a wide range of literature in order to form an opinion.

Our intention is that all children experience a progressive, ambitious and challenging curriculum built upon a foundation of diverse and carefully selected literature – a curriculum which develops children’s word recognition and language comprehension alongside developing a genuine desire to read for pleasure. It is our intent that every child at TPS will connect with a book and has the opportunity to see themselves represented through literature.

As Emily Style states in her article [Curriculum as Window and Mirror](#): *All students deserve a curriculum which mirrors their own experience back to them, upon occasion — thus validating it in the public world of the school. But curriculum must also insist upon the fresh air of windows into the experience of others — who also need and deserve the public validation of the school curriculum.* We believe the world of literature can provide both a window and a mirror.

It is our intention that TPS is a school which is built on books because we place reading at the heart of everything. We intend that reading will not only strengthen the core knowledge rooted with our writing and wider curriculum but will also play an important role in educating the whole child emotionally, culturally, socially and spiritually.

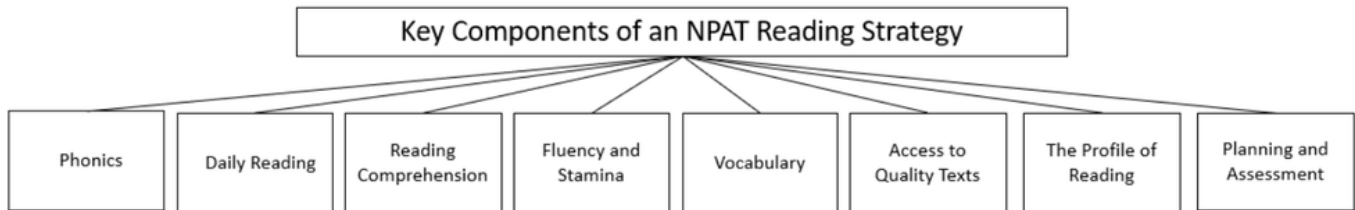
Aims – every child a reader with agency

The aim of our reading curriculum is to promote and attain the highest standards of reading whilst equipping the children with a love of literature which they carry with them for life. We aim for our children to become readers with agency and foster a life-long appreciation for reading.

Our aims are built around NPAT’s Key components (see below).

We aim for the children to be able to:

- Read easily, fluently and with good understanding
- Choose to read widely and often for both pleasure and information
- Understand what they read by drawing on a range of strategies including grammar, illustrative and knowledge of linguistic conventions
- Increase their vocabulary
- Have access to a variety of the finest literature which challenges and engages
- Understand the role of reading and literature on their lives and wider society
- Engage in discussion in order to learn, deepen their thinking and form opinions
- Use their reading to influence their writing.

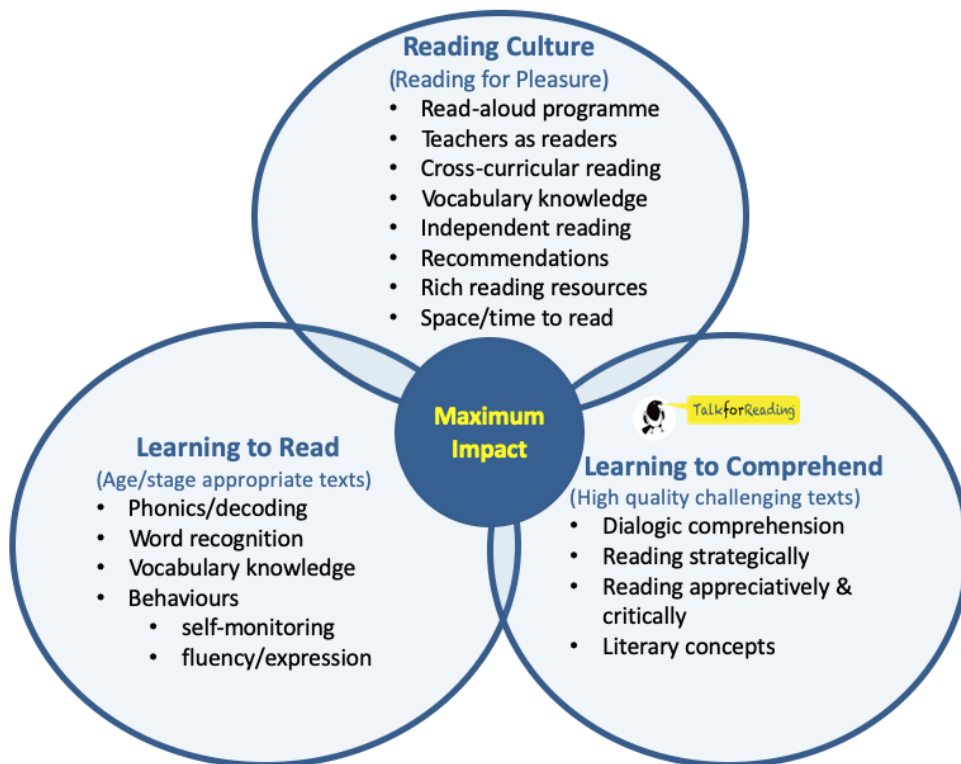


Implementation

Reading starts on day 1 when they join Thorplands Primary School.

At Thorplands Primary School, we have designed our reading curriculum around the two core strands as outlined in the Scarborough Reading Rope: Word Recognition and Language Comprehension in order to teach our children to read. We have also considered carefully the culture in which reading sits in order to ensure maximum impact which is reflected in the reading Venn diagram below:

Word Recognition and Early Reading



To develop children’s ability to recognise and decode words, we use the systematic, synthetic phonics programme **Read Write Inc** as our implementation strategy. The Read Write Inc approach is based on the sounds in speech and moves to the written word. It focusses on what the learner needs to understand about the English alphabet code in order to become a fluent reader (and speller) of English e.g. the

- conceptual knowledge they require
- alphabet code knowledge they require
- skills they need to employ the conceptual and alphabet code knowledge.

Children in EYFS and KS1 receive a daily 40-minute phonics session using a decodable text. The lowest 20% assessed to carefully to identify the specific gaps in their word recognition knowledge or reading strategy and have fast track tutoring either 1:1 or in small groups. They are also heard read more frequently.

Every child has access to a phonetically decodable book which is suitable for their reading attainment as well as a reading for pleasure book. These books are routinely monitored by the class teacher.

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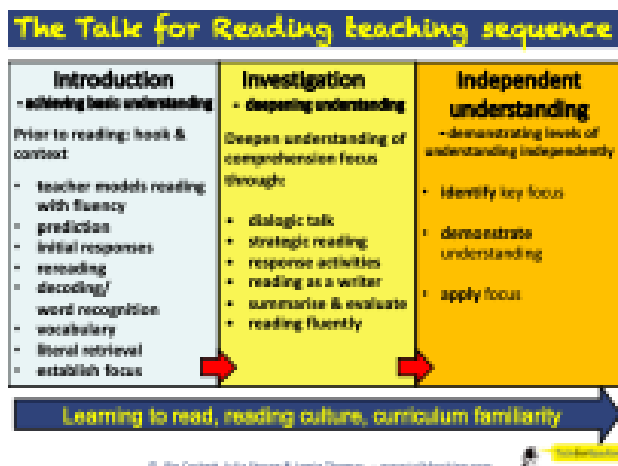
Bridging Books

The purpose of our bridging books is to move the children on from simply rehearsing and recalling the sounds, which have been taught in their phonics, to being able to draw on a wider range of sounds and apply them to longer stories and texts. It is through this application that the skills and knowledge that they have acquired through their phonics lessons will be transferred and applied; thus helping to develop their automaticity and fluency as a reader.

Furthermore, the purpose of these books is to introduce our readers to chapter books that they can read and meet real authors so that their love of reading and understanding of what joy a book can bring will grow. These books are designed as a step towards developing a love and independence of reading. Our bridging books are banded and, on purpose, draw from a range of 'schemes' and publishers. This is to promote choice and variety within our children's reading diets.

Eventually, as children become more proficient at reading, their need for the phonics books will lessen until they are only reading the bridging books and eventually they will no longer need these either.

Language Comprehension



At Thorplands Primary School, we use Talk for Reading as a process to teach comprehension. It is based on research of how children learn to read and, rather than teaching discrete 'skills,' it develops children's comprehension strategies¹ in order for them to be able to independently understand a text deeply. Talk for Reading also complements our writing implementation strategy which is based on Talk for Writing – together they strengthen the children's learning in both areas. As Wayne Tennent states: As teachers we need to **'deliberately and explicitly teach reading strategies that support the comprehension of a text.'**²

Talk for Reading strengthens our curriculum thread of Oracy as the main focus of the strategy is dialogic comprehension – **talking and thinking our way to understanding with the aim that deep thinking becomes a habit of the mind.**

The strategies that teachers explicitly teach through the Talk for Reading process are:

1. Self-monitoring (inner voice asking: 'Does that make sense?')
2. Predict
3. Locate and link

4. Use the structure of the text
5. Draw on prior knowledge
6. Imagine (visualize)
7. Question – asking deep and shallow questions
8. Clarify
9. Summarise
10. Compare

We use Aiden Chamber’s Tell Me approach alongside ensuring coverage of the content domains as outlined in the end of Key Stage Assessments. The Talk for Reading strategy is based on three stages: Introduction, Investigation, Independent Understanding - which moves children from a shallow understanding of a text into a deep understanding.

As children move into Key Stage 2, increased emphasis is placed on modelling written responses and children will become more familiar with the test-type questions through the teacher’s carefully selected use of sentence stems from the content domain questions (see Merged Comprehension skills document) for further clarity and example question stems).

Over the course of a half term, the expected coverage will be as follows:

- Talk through stories units (EYFS-Y1 5-6 per half term)
- EYFS and KS1 – Daily 40 minutes of phonics (Nursery start with some activities in summer term)
- EYFS/Y1 – RWInc Talk Through Stories
- A Talk for Reading Unit is completed (Year 2-6)
- RfP opportunities
- Daily class story
- DERIC activities (decoding words, explaining new vocabulary, retrieving information, interpreting information, and considering authorial choice)

Vocabulary

Vocabulary is given high priority at TPS and is taught in all curriculum subjects explicitly and in context. Staff are trained in how to teach vocabulary effectively.

Long term map

The reading curriculum is sequenced so that it is cumulative, whereby the children’s substantive knowledge is constantly revisited and built upon and the distributive knowledge is woven throughout. It has also been designed so that, where appropriate, the texts chosen broaden and strengthen the knowledge of our Trust’s Wider Curriculum.

TfR UNITS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reception	Reception will use specially chosen picture books to stimulate oral comprehension and booktalk alongside Sounds-Write.					
Years 1 / 2	The Umbrella by Ingrid Schubert	Stuck! By Oliver Jeffers	On Sudden Hill by Linda Sarah Benji Davis	The Sound Collector by Roger McGough	Aristotle by Dick King Smith	The Book of Trees by Piotr Socha
	Handa’s Surprise/Rosie’s Walk	At the end of the school day by Wes Magee	Growing and Changing All About Life Cycles from FUNDamental Science	Tadpole’s Promise by Jeanne Willis	The Night Gardener by the Fan Brothers	Just Ducks by Nicola Davis
Year 3	The Window by Jeannie Baker	If All the World Were Paper... Joseph Coelho	The Beetle Collector’s Handbook by M G Leonard	Charlotte’s Web by E. B White	Hook by M G Barrie	The Big Book of Bees by Piotr Socha
Year 4	Voices in the Park by Anthony Browne	The Wonder Garden by Jenny Broom	Suspense: Don’t Make Me Go Alone	McCavity the Cat by T.S Elliot	Dragon Extract from <i>The Hobbit</i> by J. R. R. Tolkien	The Fairy Tale Times by Zanib Mian
Year 5	The Promise by Nicola Davis	Who was Rosa Parks? Yona McDonough, Zeldis	The Listeners by Walter De La Mere	War Horse by Michael Morpurgo Vs. Black Beauty by Anna Sewell	Ancient Greeks <i>World Mythology in Bite-sized Chunks</i> by Mark Daniels	Great Expectations by Charles Dickens
Year 6	Hugo Cabaret by Brian Selznick	The Origins of Fairy Tales (internet)	The Door by Miroslav Holub	Dreadful Menace extracts	The Highway Man by Alfred Noyes	The Train by Pie Corbett Dragons and Giants Dragonology by Helen Ward et al

Furthermore, the texts selected have been influenced by Doug Lemov’s 5 plagues:

1. Archaic Language
2. Non-linear time sequences
3. Narratively Complex

4. Figurative / symbolic text
5. Resistant texts

And, it has also been written to ensure that all children are represented in the literature they are exposed to and there is a careful balance between classic and modern texts.

In EYFS and Year 1, rather than following the Tfr sequence, we have due to the heavier timetabling of phonics and word recognition lessons, children will engage twice weekly (as a minimum) in oral comprehension using specially selected picture books. During the Summer Term, Year 1 will complete two Talk for Reading units of work. *(NB: academic year 2021-2022 children in Year 1 and Year 2 were taught the same texts to support planning across and support children in Year 2 impacted by the pandemic, as such the planning was adapted to ensure a balance).*

In 2022 2023, we will introduce RWInc Talk Through Stories which is designed to extend and deepen children’s vocabulary so that they can understand the books they will soon be able to read for themselves. It is a systematic approach to developing children’s vocabulary through stories.

Talk Through Stories

Unit medium term map

The medium-term plans provide comprehensive overviews of every unit with reference to each aspect of the Talk for Reading process with a link to the texts and wider curriculum where appropriate. These have either been prepared for staff by expert teachers or written in collaboration to reduce teachers’ workload, ensure progression and support with staff subject knowledge. Note that whilst this planning is a support tool, teachers are encouraged to adapt, by adding to it, in light of the formative assessments.

YEAR X																			
Unit text:																			
Estimated length of unit:																			
Building core knowledge of:																			
Comprehension focus:																			
<ul style="list-style-type: none"> • Structure of text - how the text works • Role of characters/issues/information • Role of setting/mood/atmosphere • Use of language, including figurative language • Writer's perspective • Specific information retrieval 																			
The Big Investigative Question(s) By the end of the unit, the children will have developed a deep understanding in order to be able to answer the following question(s).	1.																		
Planning	By the end of this section the teacher will have a good understanding of what the children need to learn with regards to comprehension and the texts which they will use.																		
Select text(s) and analyse for potential - annotate and prepare text as necessary.																			
Initial Assessment																			
How well do children xxx? Can they:																			
*																			
Introduction to the text (s)	By end of phase, children can access and read the text aloud with basic understanding and a developing level of fluency																		
<table border="1"> <tr> <td>Prior to reading book & context</td> <td>Assess Activities:</td> </tr> <tr> <td>1. Teacher models reading with fluency</td> <td> <ul style="list-style-type: none"> • Context information provided & discussed • Prior knowledge activated & retrieved • Initial connections made • Initial response grid • Echo reading </td> </tr> <tr> <td>2. Read and reread</td> <td> <ul style="list-style-type: none"> • Text mapping and small group rehearsal • Vocabulary teaching including games, techniques such as Isabel Beck and the study of etymology and morphology • Text tracking and marking </td> </tr> <tr> <td>3. Vocabulary taught and explored</td> <td> <ul style="list-style-type: none"> • Independent, group and shared reading of text </td> </tr> <tr> <td>4. Decoding/word recognition</td> <td> <ul style="list-style-type: none"> • Prediction games and activities </td> </tr> <tr> <td>5. Prediction</td> <td> <ul style="list-style-type: none"> • Additional reading for children who require scaffolding. </td> </tr> <tr> <td>6. Gather and discuss initial responses</td> <td></td> </tr> <tr> <td>7. Literal retrieval</td> <td></td> </tr> <tr> <td>8. Teacher and children raise and set questions</td> <td></td> </tr> </table>	Prior to reading book & context	Assess Activities:	1. Teacher models reading with fluency	<ul style="list-style-type: none"> • Context information provided & discussed • Prior knowledge activated & retrieved • Initial connections made • Initial response grid • Echo reading 	2. Read and reread	<ul style="list-style-type: none"> • Text mapping and small group rehearsal • Vocabulary teaching including games, techniques such as Isabel Beck and the study of etymology and morphology • Text tracking and marking 	3. Vocabulary taught and explored	<ul style="list-style-type: none"> • Independent, group and shared reading of text 	4. Decoding/word recognition	<ul style="list-style-type: none"> • Prediction games and activities 	5. Prediction	<ul style="list-style-type: none"> • Additional reading for children who require scaffolding. 	6. Gather and discuss initial responses		7. Literal retrieval		8. Teacher and children raise and set questions		
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Investigation Deepening understanding through close reading and dialogic talk		By end of phase, pupils can read text aloud with fluency & expression. They will have started to investigate the big question(s); thus, understanding the text at a deeper level.
<ol style="list-style-type: none"> 1. dialogic talk 2. response activities 3. direct teaching of reading strategies 4. summarising what's been learnt 	<p>Possible activities:</p> <ul style="list-style-type: none"> • book talk - dialogic discussion, modelling being a reader (demonstration reading), line by-line reading, • leapfrog reading • deepening knowledge of vocabulary (e.g. morphology/etymology where necessary), • further annotating texts in light of investigation, etc. • paraphrasing and summarising orally or written <p>Response activities</p> <ul style="list-style-type: none"> • Drama, hot-seating, freeze-framing, etc. • Writing, etc., writing in role, short-story & poetry • Reading performance with fluency and expression • Graphic organisers e.g. concept maps and emotion graphs <p>Direct teaching of reading strategies:</p> <ul style="list-style-type: none"> • Direct instruction • Modelling • Shared writing and practice of answers 	
Application of Independent Understanding		By end of phase, pupils can independently demonstrate levels of understanding, including answering the Big Question.
Demonstrate understanding independently by answering the big question and applying the focus taught in investigation stage.	<p>This may be done through oral discussion, drama or acting but as children get older there will be more emphasis at recording through a written response.</p> <p>The application of independent understanding must be documented.</p> <ul style="list-style-type: none"> • Recall and retrieval • Application of strategies 	
Evaluation and Reflection		
Children's Reflection and evaluation	<ol style="list-style-type: none"> 1. What strategies have you learnt to help you comprehend a text? 2. Have you learnt a strategy to help you comprehend more successfully? 3. Have you found anything particularly challenging or easy during this unit of work? 4. What do you think you have got better at since we started this unit of work? 5. Next time... 	Record here how you will gather JOSSO, OSOOS

Core Reading Spine

Both the reading and writing curriculum is underpinned by a core reading spine which details the daily read-aloud programme and includes fiction, non-fiction, poetry and short stories. As the research suggests, Reading for Pleasure is the single biggest factor in determining a child’s future success³; therefore, at Thorplands, we have ensured that we build our curriculum and culture around books and instilling in every child a love of reading.

NOVELS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reception	My Brother, My Mum, My Dad Series by Anthony Browne The Enormous Turnip Pumpkin Soup Sharing a Shell Dogger Each Peach Pear Plum Funny Bones	The Tiger Who Came to Tea The Great Dog Bottom Swap Six Dinnes Sid I really want to eat a child! The Jolly Christmas Postman Ketchup on your Cornflakes by Nick Sharratt / Don't Put your Finger in the Jelly Nelly by Nick Sharratt	Owl Babies Going on a Bear Hunt Gruffalo's Child Little Red Riding Hood On the Way Home by Jill Murphy You Choose Collection by Nick Sharratt	Jasper's Beanstalk Jim and the Beanstalk Once upon a Raindrop by James Carter Burglar Bill Avocado Baby The Odd Egg Not Now Bernard Billy and the Beast	You Choose Space by Nick Sharratt The Big Beyond – A story of Space Travel by James Carter Mrs Armitage on Wheels What Ever Next! By Jill Murphy The Way Back Home Look up! By Nathan Byron Once Upon a Star by James Carter	Mr Gumpy's Outing The Hungry Caterpillar The Enormous Crocodile There's a Shark in the Park by Nick Sharratt The BumbleBear The Bear and the Bees The Bad Tempered Lady Bird by Eric Carle
Year 1 / 2	SHORT STORIES: The Greatest Magical Fairy Stories by Michael Morpurgo & South and North, East and West by Michael Rosen	Flat Stanley by Jeff Brown	Grandpa Chatterji by Jamila Gavin	The Truth Pixie by Matt Haig	The Hodgeheg by Dick King Smith	The Enchanted Wood by Enid Blyton
	SHORT STORIES: The Greatest Magical Animal Stories by Michael Morpurgo and The Mrs Pepperpot Stories	The Owl Who Was Afraid of The Dark by Jill Tomlinson	Mr Majelka by Humphrey Carpenter	Fantastic Mr Fox by Roald Dahl	The Queen's Nose by Dick-King Smith	Fungus the Bogey Man by Raymond Briggs
Year 3	Malamander by Thomas Taylor	The Land of Roar by Jenny McLachlan	Beetle Boy by M.G Leonard	Charlotte's Web by E.B White	The Iron Man by Ted Hughes	The Legend of Podkin One Ear by Kerian Larwood
Year 4	The Lion the Witch and the Wardrobe	The Explorer by Katherine Rundell	Varjak Paw by SF Said	The Miraculous Journey of Edward Tulane by Kate DiCamillo	Bright Storm by Vashti Hardy	Letters from a Lighthouse by Emma Carroll
Year 5	Cogheart by Peter Bunzl	Tom's Midnight Garden by Philippa Pearce	The Boy at the Back of the Class by Onjali Rauf	Street Child by Berlie Doherty	Wolf Brother by Michelle Paver	The Girl of Ink and Stars by Kieran Millwood Hargraves
Year 6	Pop! by Mitch Johnson	The Boy in the Tower by Polly Ho-Yen	Fireweed by Jill Paton	Holes by Louis Scaher	Can You See Me? By Libby Scott or Wonder by RJ Palacio	Skellig by David Almond and Clockwork by Phillip Pullman

Professional development

We are committed to ensuring all teachers and teaching assistants are trained in Read Write Inc. We have recently graduated from the Roade English Hub after working alongside them since September 2019. We have annual development days with RWInc consultants to ensure our practice is rigorous and delivered with fidelity. Furthermore, all staff are routinely trained and supported in the Talk for Reading approach via Talk for Reading consultants. CPD opportunities are detailed on the training schedule. New staff are inducted via the intent documents and online training within the first half term to ensure we are delivering our reading strategies effectively.

Enrichment

Our ambition is to ensure every single child becomes an avid reader through wonderful, engaging and memorable reading experiences from: visiting authors and illustrators, participating in World Book Day, visits from the Royal Shakespeare Company and having the opportunity to attend book clubs, book swaps and read to a variety of children and adults across the school.

Interventions

At Thorplands we believe that the best intervention will always be **quality first teaching**. We invest heavily in the development and training of all our staff to ensure that they are skilled in the teaching of reading. This is an ongoing, ever evolving commitment.

We use diagnostic assessments to identify specific gaps in children's knowledge and skills. The simple view of reading ensures we can target the children's gaps rigorously, leading to accelerated progress.

We use the **Herts for Learning Reading Fluency Project** across Years 3-6. This is to develop children's fluency when reading thus aiding their comprehension. The intervention is taught twice a week and runs for 8 weeks. Some children may complete the intervention more than once. Data is collected to measure the impact and evaluate effectiveness on learning.

SEND & Disadvantaged

We believe that the Talk for Reading Process is inclusive and through careful scaffolding all children will be able to achieve and make the progress which they are capable of. All pupils will be appropriately supported throughout the phonics and comprehension lessons so that they can access all the learning; consequently, ensuring that a ceiling is not placed on any child's educational opportunities in reading.

At Thorplands we believe that quality first teaching should always be the priority when addressing children's needs. However, we do employ numerous interventions to support our early or developing readers such as:

- Herts for Learning Reading Fluency in KS2
- RWInc fast track tutoring

- 1:1 readers
- Fresh Start for children with SEN in Y5 and Y6 as appropriate
- YARC as an assessment tool for diagnosing areas for development and focussed teaching
- Specific pre-learning and targeted work for the lowest 20%
- NELI
- Word aware
- Language for thinking

The impact of our interventions will be consistently monitored to ensure that it is having the impact as the programme intends

Engaging parents is a priority at TPS and we are committed to nurturing and developing the way in which we communicate to and with our families. In academic year 2022-2023 we hope to be developing this approach further.

Impact

By the time the children reach the end of our reading curriculum, they will have experienced a rich variety of the finest literature in order to have moved from learning to read to reading to learn. They will be able to read fluently and understand well what they read. They will be able to engage in meaningful discussions about literature and through exposure to a wide range of Tier 2 vocabulary they will have a vast array of words at their disposal.

Reading evidence will be recorded in reading response books (KS2 only) and in large floor books. The environments will also evidence the positive reading culture and ongoing teaching.

Reading will be assessed through the use of:

- The **independent understanding task(s)** which is completed by pupils at the end of each unit- teachers must use this to assess the impact of the teaching (these will be recorded in reading response books and/or floor books).
- **Whole school and cluster reading moderation** led by teachers in school.
- **NTS termly reading assessments**, results are then inputted onto our Insight Tracking System.
- **Year 2 and Year 6, TAF (teacher framework) and exemplification documents** are used as a reference during the in-school moderation of these specific year groups.
- **Year 6**, in order to be 'test ready' will complete past papers – teachers will analyse these results to design next steps and teaching priorities.
- **Simple View of Reading** – For the lowest 20% and for children not making good or better progress teachers will assess them on a half-termly basis using the simple view of reading – this will then determine adaptations to teaching focuses and any interventions needed.
- **Quality Assurance of reading is completed by the reading lead** alongside class teachers during data entry times.
- The reading lead will regularly **hear** children across the school read.
- **York Assessment of Reading Comprehension** for early readers and children being considered for the Herts for Learning fluency intervention.
- **Read Write Inc** diagnostic assessments.
- **Pupil voice and surveys** will help us determine how the children perceive and value reading at TPS.
- **Speed and Fluency** These will be conducted at least termly with the lowest 20% and those children who either did not finish the NTS paper or who are not making expected progress. The information from this will aid our assessment of their reading mileage and influence necessary next steps.

At Thorplands we believe that assessments must be appropriate, timely and impact on teaching and learning. Consequently, we will constantly review the effectiveness of the way in which we assess reading to ensure that it provides us with the information we need in order to move learning forwards. The reading lead, along with phase leaders, will work collaboratively with all staff to offer bespoke support in order to continually improve practice. Leaders will identify any support required through skills audits, team meetings, staff and pupil surveys, learning walks, monitoring systems and the standard of work in books and classrooms.