

## The Reading Curriculum

*“Reading is the gateway skill that makes all learning possible.”*

Barack Obama

*Motcombe School*



*Flying high together*

The Reading curriculum at Motcombe has taken many of the content and principles of 'Mastery' in mathematics. We have developed a curriculum which ensures children spend longer being taught the common features and skills in order to have a more coherent English curriculum and therefore be able to develop mastery in Reading.

## **INTENT**

### End Point

To know that reading allows us to discover, understand and enjoy language and experiences

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The aims of Reading teaching at Motcombe:

- To develop a positive attitude to Reading
- To develop strong phonics and word recognition
- To develop children's reasoning, logical thinking and comprehension
- To ensure that all children will be given the opportunities to develop their Reading skills regardless of gender, race, ability, culture or ethnicity
- To provide rich Reading experiences, where children can apply their knowledge of Reading to everyday life
- To explore and enjoy the language in Reading and begin to transfer this into their vocabulary and writing including other subjects

## IMPLEMENTATION

### Organisation of the Curriculum

The National Curriculum forms the basis for our long-term planning; setting out the expectations in each year group. The medium-term planning organises the topics systematically term by term. Short term unit plans are prepared for daily teaching. Children are taught in mixed ability classes. The curriculum is taught through a carefully chosen progression of skills.

### Teaching

Teaching of Reading at Motcombe uses a whole class approach involving small steps. We have embedded 'I say, You say, We all say' approach to lessons. All concepts are introduced through accessible texts for children to explore and understand. As their conceptual understanding develops, they move towards reasoning and applying the concepts to real life situations. These are recorded in their books. Children are not pushed to move through these stages until they have shown understanding, gained by the teacher through skilful assessment. Each child is also given regular one-to-one sessions with an adult in school to improve their word reading. Further intervention can also be given for those who need more intensive support for Reading.

The teacher's role in lessons is to:

- demonstrate a clear model using an 'I say, You say, We all say' approach using small steps
- allow time for discussion and pair work
- continually assess children's understanding using multiple hinge questions
- provide support or scaffolding when needed
- present challenge and to develop understanding through expert questioning.

Teachers provide many opportunities for children to explain their understanding by writing or drawing what they understand. Teachers use this to uncover misconceptions, assess and then challenge children. In addition to this, teachers use 'immediate application' to embed concepts. Each lesson is delivered through a variety of vehicles/variation of materials/images and ensures children are applying instantly.

Developing a reasonable sense is a vital part of our Reading curriculum. Children are always asked to explain how they know an answer, if they can show it a different way/an easier way to build upon their conceptual understanding.

During each lesson, teachers create AFL (assessment for learning) opportunities to ensure the inclusion and challenge is right for all. Marking independent work regularly, questioning and then providing additional support, 'no hands up, I say, You say, We all say' are strategies embedded in the school to continually check children's understanding.

### Marking

Our dynamic marking takes place during lessons for all children giving frequent assessment opportunities to monitor children's progress. When children need further support with a concept, the teacher will support them 1-1 or in a small group and this evidence will be recorded in books. Marking by the teacher diagnoses errors, and sets further questions to address a misconception if appropriate. Where children can offer verbal feedback to questions then this will be recorded by the teacher in note form, usually the letter 'R' to acknowledge their reasoning.

### Resources

Children have a wide range of books available to them to read. These are colour-banded to help challenge the children's fluency and comprehension.

### Monitoring, Evaluation and Review

Leaders will monitor the planning to ensure the objectives for each year group are planned in accordance with the mastery approach. There will be regular drop-ins of lessons, review of weekly plans and work scrutinies to ensure continuity, progression and quality marking. Data analysis will inform intervention planning for year groups, groups and individual children.

### Parental Involvement

We encourage parents to be involved in their child's learning by:

- publishing information about the Reading curriculum for each year group on our school website
- supporting their child at home with basic skills such as phonic recognition, high frequency and common exception words, developing a story teller's voice and describing what they understand.

# Reading Curriculum Map

P3



Phonics phase

Retelling

Poetry

Book discussion

Understanding

Word meaning

Predictions  
and  
inference

Term 2

Term 4

Term 6



P6



P6



P6



P6



P6



P6

Term 1

Term 3

Term 5

Y2

Term 5

Term 3

Term 1



P6



P5



P5



P5



P4



P3

Term 6

Term 4

Term 2

Y1

EYFS

P1

P2

P3

P4



## **IMPACT**

### End Point

To know that reading allows us to discover, understand and enjoy language and experiences

### Conclusion

It is the aim of the school, to raise levels of achievement in Reading by promoting a positive attitude and providing rich Reading experiences. Children should view themselves as Readers who are able to apply knowledge, skills and understanding to everyday life, but to also enjoy and appreciate the excitement and wonder of Reading.

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