



READING CURRICULUM CONTENT PROGRESSION

Why we teach what we teach in reading at DPS

Deer Park School fosters a lifelong love of reading that forms the bedrock of all their other learning. We support and nurture their interest so that they can eventually become independent readers. Deer Park School teachers and support staff have a broad knowledge of books suitable for their year group and can cater for all abilities within their class.

All members of staff can talk with children about their interest in books and their favourites in order to develop a lifelong love of reading. In addition, children will read widely about the world so that they can become questioning and well-informed members of society. Across the school the range of exposure to reading high quality texts can be seen in the classrooms, in EDP provision, in visits to the local library and from authors visiting our school.

We also want DPS children to be resilient readers with our support. Firstly, finding a book challenging then working to build understanding and making connections and finally achieving comprehension and happiness at being able to put the pieces together.

At DPS children learn to read in order to access all other areas of the curriculum to build on their knowledge and understanding. Also, children learn to read for pleasure (RfP) to spark their imagination and inspire their writing; in order, to build an emotional relationship with books. This includes children being read to for pleasure. We create a climate where reading is celebrated. At DPS we select books of substance so that children develop a sustained relationship between themselves and the books.

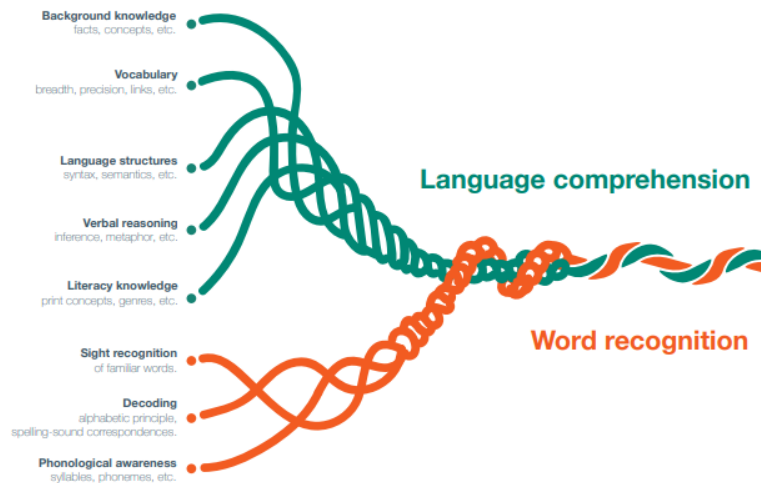
At DPS we ensure that all children read and understand what they read. Here is an example to demonstrate why reading and reading comprehension is so important. Once a child can read **and** understand the meaning of the word 'increase,' they can use it in maths when considering an increase in a percentage. Then they can use it in geography when they are looking at an increase in rainfall; in history when they study the increase of power of a ruler and in English, they can begin to distinguish between it being a verb or a noun. So, vocabulary supports reading comprehension and reading (with good comprehension) supports vocabulary development and it continues in this cyclical fashion; with talking as a thread running through.

Thus, children will have an 'emotional experience but grounded in knowledge.' (Lemov and Badillo, 2020)

The choices made about what high quality texts to use for writing units and for reading lessons for each year group are based on a clear understanding of the context of the school, the class, and the wider curriculum.

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FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING*



How we implement reading at DPS

EYFS (Early Years Foundation Stage)

1. We effectively implement a **systematic synthetic phonics programme** using Letters and Sounds in an organised sequence of explicit teaching each day for 20 minutes. The children learn through sounding out to match the sound (phoneme) to the letter (grapheme) then they learn to synthesis or *blend* phonemes into words. Also, children learn to *segment* the word into its sound (phonemes) and choose a letter (grapheme) to spell it. These daily lessons ensure children can recall the sounds, identify digraphs and trigraphs, blend sounds, read exception words, form letters correctly and learn to spell. See Phonics Overview for term by term implementation. The goal is to achieve fluency and accuracy; then, ultimately automaticity.
2. **Big Cat reading books** match the current phonics sounds the children are being taught. Each child reads to an adult each week. These books are changed initially by the adults then later in the year by the children each week or more frequently if the teachers deem it necessary. All teaching staff monitor if the book is at the correct level and if it needs to be changed each week.
3. **Reading at home** is explained, modelled, and discussed at regular reading workshops. Through this work we ensure that all parents enjoy reading to their children, listening to their children read and also understand how to do both effectively. Children may take a RfP book home that is to be read to them. Enjoyment of reading is the strongest predictor of reading attainment.

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4. **Fluency** is developed through SSP, class texts and individual reading to an adult. Class texts are read by the adult who models fluent reading. If appropriate children read the same text aloud to the class or group.
5. **Interventions**-Teachers identify which children are not on track with phonics and reading. Support is put into place swiftly through interventions; normally these are led by the class teacher or experienced TA's.
6. **Class texts**- Children are read to by adults in an engaging manner through texts chosen for the Literacy lessons that the children get to know inside out. A variety of class texts are read to children separately each day during story time to expand their knowledge and vocabulary.
7. **Library provision** is set out with labelled baskets for home reading books and easy access and a colourful display of RfP books with easy access. Adult support with choosing can be accessed if necessary. Children to be given a story bag including a RfP and these are book and activities to go with it. These will be rotated around the class so all have an opportunity to enjoy.
8. **Celebration of reading at DPS**- Regular whole school assemblies where teachers read and celebrate what they are reading All teachers to have a sign on their door stating what children's book they are currently reading. In addition, there should be an image celebrating what whole class text they are reading. RfP award each term for a pupil celebrated in Assembly and the children have a tea party or similar prize. All reading policy, top tips and awards to be posted on the DPS website reading section and updated regularly.
9. **Authors**- Each class will celebrate authors' birthdays or significant events such as World Book Day. In addition, DPS will ensure each class has author visits on a regular basis.

KS/1 Word Reading and Comprehension

1. Teachers use a balanced and engaged approach to reading that **integrates** de-coding and comprehension skills.
2. Effectively implements a **systematic synthetic phonics (SSP)** programme using Letters and Sounds in an organised sequence, explicit teaching each day for 20 minutes in Year 1. The children learn through sounding out to match the sound (phoneme) to the grapheme then they learn to combining or blending phonemes into words. Children in KS/1 apply and practise these skills during normal reading and writing activities. The goal is to achieve fluency and accuracy and ultimately automaticity.
3. **Comprehension strategies**- pupils are explicitly taught to use strategies to develop and monitor their reading comprehension. Use KS/1 VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Sequence). Children build mental models using these strategies and begin to understand authorial intent.
4. **Whole Class shared reading of class text** - ambitious class texts are read with the whole class for 20 minutes a day so that the class can read a text in depth. This may

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be the POR book the class is using or it may be another. The class teachers make a choice about this dependent on their class. Generally, these are chosen to support development of imagination, subject knowledge, rich vocabulary and understanding of the structure of a variety of texts. These include books linked to other topics and subjects to support reading across the whole curriculum. Strategies for shared reading include: popcorn reading, echo reading, choral reading, paired reading, performance reading or jump in reading. Children are asked questions and parts are read by children; these are carefully chosen according to each individual child's ability.

5. **Home reading texts**- chosen based on both strands- word reading and language comprehension. Big Cat books continue to be read until the teacher is satisfied that they are ready to move on. This is when they can fluently read 90 words a minute Year 2. Ordinarily. This will be by the end of Year 2 but may be sooner for some children.

In Year 2, children may be ready to start Accelerated Reader programme (Renaissance Place). First children complete a Star Test to assess their level then a book is chosen from their designated book level based on their Zone of Proximal Development (ZPD). Class teacher will monitor closely progress in quizzes over time to assess children's current capabilities: word recognition or language development and adjust book level accordingly.

6. **EAL/SEN**-Children who are new to English, PKS or WTS continue with the Letters and Sounds phonics scheme and Big Cat books in small groups or 1:1 interventions to ensure they make progress. If children are diagnosed with dyslexia they will be supported by trained staff and dyslexic resources in class, in small groups and 1:1.
7. **RfP** develops confident and competent readers through **motivation and engagement**. This requires resilience as well as the satisfaction and enjoyment of reading to develop over time. At the beginning of each year children should devise their own 'Rights of a Reader' and within this should be reference to RfP. KS2 to read to and read with KS1 children. regularly.
8. **Library provision** is set out with labelled baskets for Big Cat home reading books and also an easy access and a colourful display of a wide range of RfP books to be taken home in addition to Big Cat book. The RfP area should support informal book talk and be a sociable reading environment. Adult support with choosing can be accessed if necessary.
10. **Celebration of reading at DPS**- Regular whole school assemblies where teachers read and celebrate what they are reading. All teachers to have a sign on their door stating what children's book they are currently reading. In addition, there should be an image celebrating what whole class text they are reading. RfP award each term for a pupil celebrated in Assembly and the children have a tea party or similar prize. All reading policy, top tips and awards to be posted on the DPS website reading section and updated regularly. Teachers could also get each child to make a book mark and over the term add stickers culminating in a reward such as house points or prize at the teachers' discretion.

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11. **Authors-** Each class will celebrate authors' birthdays or significant events such as World Book Day. In addition, DPS will ensure each class has author visits on a regular basis.

KS/2 – Word Reading and Comprehension

1. Teachers support children to develop fluent reading capabilities so that word recognition and language comprehension are entwined. Teachers are responsive and identify where difficulty may lie and focus effort appropriately.
2. **Phonics-** teachers continue to model SSP when reading, modelling writing and spelling. New to English- small group work an adult or 1:1 work using RWI set of books.
3. **Fluent readers-**children benefit from explicit teaching to develop fluent reading through whole class reading, group reading and rather than just individual practise.
4. **Whole class shared reading of texts** are carefully chosen to build on knowledge and skills across the key stage. Strategies for shared reading include popcorn or drop in reading, echo reading, choral reading, paired reading, performance reading
Class Text-these books are diverse, challenging, important and inspiring. There are two 40-minute reading lessons a week (2 days a week) and 10 minutes reading of this book on Monday and Friday by the teacher. Class teachers will decide if this is a POR book the class are studying or it may be another book if that is considered the best course for the class.

Linked texts are fundamental to supporting acquisition of vocabulary, knowledge, and ideas about subject across the curriculum, for example history or science. All children will read aloud Tuesday, Wednesday Thursday during 30-minute lessons with 10 minutes reading.

Teachers will select suitable class texts and linked texts which are carefully linked to comprehension strategies being taught. Teachers take into account when choosing at class or linked text:

- (i) Does it provide opportunity to use a comprehension strategy?
 - (ii) How suitable is the vocabulary?
 - (iii) What background knowledge will children need to understand the text?
5. **Comprehension Strategies-** Teachers teach reading comprehension strategies through modelling, using questioning and extensive supported practice that leads to independent use of the strategy. Use KS/2- VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Sequence). Decide what the strategy is, how is it is be used and why then when to use it. Children encouraged to ask for clarification and learn to active prior knowledge. First, explicitly describe the strategy then model it, next collaboratively use the strategy and then the children give the children guided practise it. Finally, allow independent practise of the strategy. Children build mental models using these strategies, continue to identify authorial intent and understand syntax.

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6. **Home Reading texts**- Children may already have start Accelerated Reader (AR) programme (Renaissance Place). First, children complete a Star Test to assess their level then a book is chosen from their designated book level based on their Zone of Proximal Development (ZPD). Class teacher while monitor closely progress in quizzes over time to assess children's current capabilities: word recognition or language development and adjust book level accordingly.
7. **RfP**- children should also have a second book which is RfP. This may be kept at school or taken home. In addition, children will be encouraged and supported in making book reviews in VLOG's. KS2 to read to and read with KS1 children. regularly.
8. **EAL/SEN**- Children who are new to English or PKS or WTS continue to follow the Letters and Sounds scheme and Big Cat Books.
9. The **learning environment and resources** support all dimensions of reading
 - (i) word reading with working walls etc. displaying vocabulary, sound mats and tricky words;
 - (ii) Language comprehension through working walls, dictionaries, and thesaurus;
10. **Library provision** is set out with labelled baskets for AR books and easy access and a colourful display of a wide range of RfP materials with easy access including newspapers and magazines. The RfP area should support informal book talk and be a sociable reading environment. Adult support with choosing can be accessed if necessary. RfP from a diverse range of reading material easily available in a designated, enticing area in the class separate from AR or Big Cat books.
11. **Celebration of reading at DPS**- Regular whole school assemblies where teachers read and celebrate what they are reading. All teachers to have a sign on their door stating what children's book they are currently reading. In addition, there should be an image celebrating what whole class text they are reading. RfP award each term for a pupil celebrated in Assembly and the children have a tea party or similar prize. All reading policy, top tips and awards to be posted on the DPS website reading section and updated regularly. Teachers could also get each child to make a book mark and over the term add stickers culminating in a reward such as house points or prize at the teachers' discretion.
12. **Authors**- Each class will celebrate authors' birthdays or significant events such as World Book Day. In addition, DPS will ensure each class has author visits on a regular basis.

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How we know that children are making progress in their reading.

Subject Leaders drop in and observe lessons each half term for each class. Also, they will scrutinise books, read with children and conduct pupil voice assessments. Feedback given to class teachers.

Assessment of Reading EYFS

AfL-Formative- Monitoring by all teaching staff. At the end of each lesson the Class Teacher observes who needs 1:1 or small group work immediately. Teaching staff read regularly with children to ensure progress is being made and action is taken if there is insufficient challenge or difficulties with word reading.

Summative- Baseline tests when necessary. End of Phase unit test for all. Each term data is submitted to BPET (Bellevue Place Education Trust) and LAB on each child's current attainment and progress.

Assessment of Reading KS/1

Formative- Monitoring by all teaching staff. At the end of each lesson the Class Teacher observes who needs 1:1 or small group work immediately. Monitoring by all teaching staff. At the end of each lesson the Class Teacher observes who needs 1:1 or small group work immediately. Teaching staff read regularly with children to ensure progress is being made and action is taken if there is insufficient challenge or difficulties with either word reading or comprehension.

Summative- Each term data is submitted via Arbor to BPET and LAB on each child's current attainment and progress. NFER to be used termly.

Assessment of Reading KS/2

Formative- This could be through questioning in class or observations of work in books. Teacher records after each reading lesson who they have established requires further support. Teachers to consider who needs support or challenge.

Summative- Each term data is submitted to BPET and LAB on each child's current attainment and progress. NFER to be used termly. Star tests to take place 3 times a year for children using Accelerated Reader.

Useful websites: [Book Trust](#) [Books for Topics](#) [Lovereading4schools](#)