



Reading

at South Kirkby Academy

Our aim at South Kirkby Academy is to deliver a curriculum which is strategic in embedding both fluency and comprehension. Using the EEF as a base and embedding our own reading strategies, we believe we have a reading curriculum that supports, embeds and develops the aim to make every child a fluent and comprehensive reader. We aim to develop a culture which supports children to read widely and often for pleasure and purpose.

Children across Key Stage 2 are taught daily reading sessions designed to increase fluency and develop comprehension.

Our carefully designed and implemented reading curriculum consists of the following main strands:

Read Write Inc for those children who are still in the early stages of reading to ensure that they gain the foundational knowledge they need by embedding the alphabetic code. Children are grouped homogeneously, according to their progress in reading and books are closely matched to their increasing knowledge of phonics and the common exception words. This is so that children experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Vocabulary knowledge where children are given daily opportunities to discuss and understand vocabulary that may in fact be a barrier to their understanding. They use graphic organisers as well as other resources to develop the understanding of key (tier 2) vocabulary from our book based reading and writing sessions.

Fluency where children have a 15 minute daily fluency lesson with a focus on automatic word recognition and prosody. A clear teaching structure -over the course of a week builds familiarity with one text to support children to read aloud confidently with appropriate pace and expression to allow comprehension to flourish.

Comprehension in this area of reading we focus our lessons on 7 meta-cognitive strategies. Background knowledge, predicting, visualising, clarifying, inference, questioning, summarising and synthesising. These strategies are embedded in our planning to make sure every child has the skills a successful reader needs to access the whole curriculum offer.

Support is provided through the use of visuals, copies of the text they are studying, intervention groups and through our new accelerated reader programme. Through this programme each child is given the opportunity to read books that they will be able to read but that will also push them onto becoming a fluent, confident reader. Once a book has been read then children get chance to complete a comprehension quiz to ensure their understanding of the text. The results are recorded and assessment of a child's reading can then take place.

Where children are working significantly below their year group curriculum, individual teaching using Read Write Inc as well as additional tutoring (which breaks down learning into smaller steps) is repeated often and means that we plan carefully to ensure these children make the progress they deserve.

Story time daily story time takes place throughout the school day. This is to demonstrate excellent practice and to show children a teacher model. Every classroom has a book corner designed with the children's interests in mind. Reading for pleasure and book talk sessions also happen daily to enhance our children's love of reading.

By the time they leave South Kirkby Academy in Year 6, we expect the vast majority of our children to:

- *Have developed a range of strategies to comprehend the meaning of what they have read.*
- *Maintain positive attitudes to reading and the understanding of a text they are reading.*
- *Have increased their familiarity with a wide range of books and genres.*
- *Be fluent and confident in their own abilities as an accomplished reader.*

The Journey of English at



KS3

Y6 Spring

The Explorer
Retell Narrative
Jungle Book
Descriptive writing

Y6 Summer

SATS
Percy Jackson and the
Lightening Thief
Character description
Non- Chron report
Advertisement writing

Y5 Summer

Street Child
Setting description
Recount
Twelve Minutes to
Midnight
Adventure story
Poetry

Y6

Y6 Autumn

The Boy in the Striped
Pyjamas
Retell Narrative
Diary
War Horse
Non- Chron, Setting
Letter

Y5 Spring

Holes
Journal, Letter, Non Chron
The Good Thieves
Explanation text

Y5 Autumn

Beowulf
Character/ Setting Description
Narrative
Song of the Dolphin Boy
Narrative
Non-Chron report

Y5

Y4 Summer

She Wolf
Narrative
Newspaper report

Y4 Spring

Greek Myths
Narrative – myths
Non-Chron

Y4 Autumn

Cinderella of the Nile
and other examples
Character description
Narrative
Secrets of a Sun King
Narrative
Non- Chron report

Y3 Spring

Iron Man
Character/ Setting description.
Narrative with dialogue
News report
Iron Woman
Persuasive text

Y4 Spring

Greek Myths
Narrative – myths
Non-Chron

Y4

Y3 Summer

Escape from Pompeii
Narrative
Diary entry
Firework Makers Daughter
Non-Chron report
Setting description

Y3 Autumn

Stone Age Boy
Narrative
The Tin Forest
Non- Chron and Setting
Description

Y3

KS1