




















Reading Curriculum





Ankermoor Primary Academy Curriculum



<p>Aim</p>	<p>Learn together, achieve together At Ankermoor Primary Academy we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life. We aim to ‘inspire all to excellence’</p>								
<p>Trust Vision</p>	<p>Inspiring all to excellence</p>								
<p>Trust Values</p>	<p>We care</p> 	<p>We leave no-one behind</p> 	<p>We celebrate individuality</p> 	<p>We are brave</p> 					
<p>Fundamental values</p>	<p>High Expectations</p> 	<p>Perseverance</p> 	<p>Enjoyment</p> 	<p>Respect</p> 	<p>Trust</p> 	<p>Responsibility</p> 			
<p>Big ideas</p>	<p>A</p>	<p>N</p>	<p>K</p>	<p>E</p>	<p>R</p>	<p>M</p>	<p>O</p>	<p>O</p>	<p>R</p>
	<p>Adventure</p>	<p>Nature</p>	<p>Knowledge</p>	<p>Enterprise</p>	<p>Relationships</p>	<p>Movement</p>	<p>Observe Critically (evaluating)</p>	<p>Observe Thoughtfully (empathising)</p>	<p>Respect</p>
									



Curriculum Intent



Builds on our fundamental values of 'High Expectations, Perseverance, Enjoyment, Respect, Trust and Responsibility'.

Promotes a life-long love of learning.

Enables children to offer opinions and reason articulately, whilst also being able to debate and disagree respectfully.

Raises aspirations and open's their eyes to a world beyond their immediate surroundings.

Promotes practical everyday life skills that prepares our children for the future.

Enables children to become active learners who are positively engaged in the acquisition of skills and knowledge.

Promotes creativity, curiosity, and confidence.

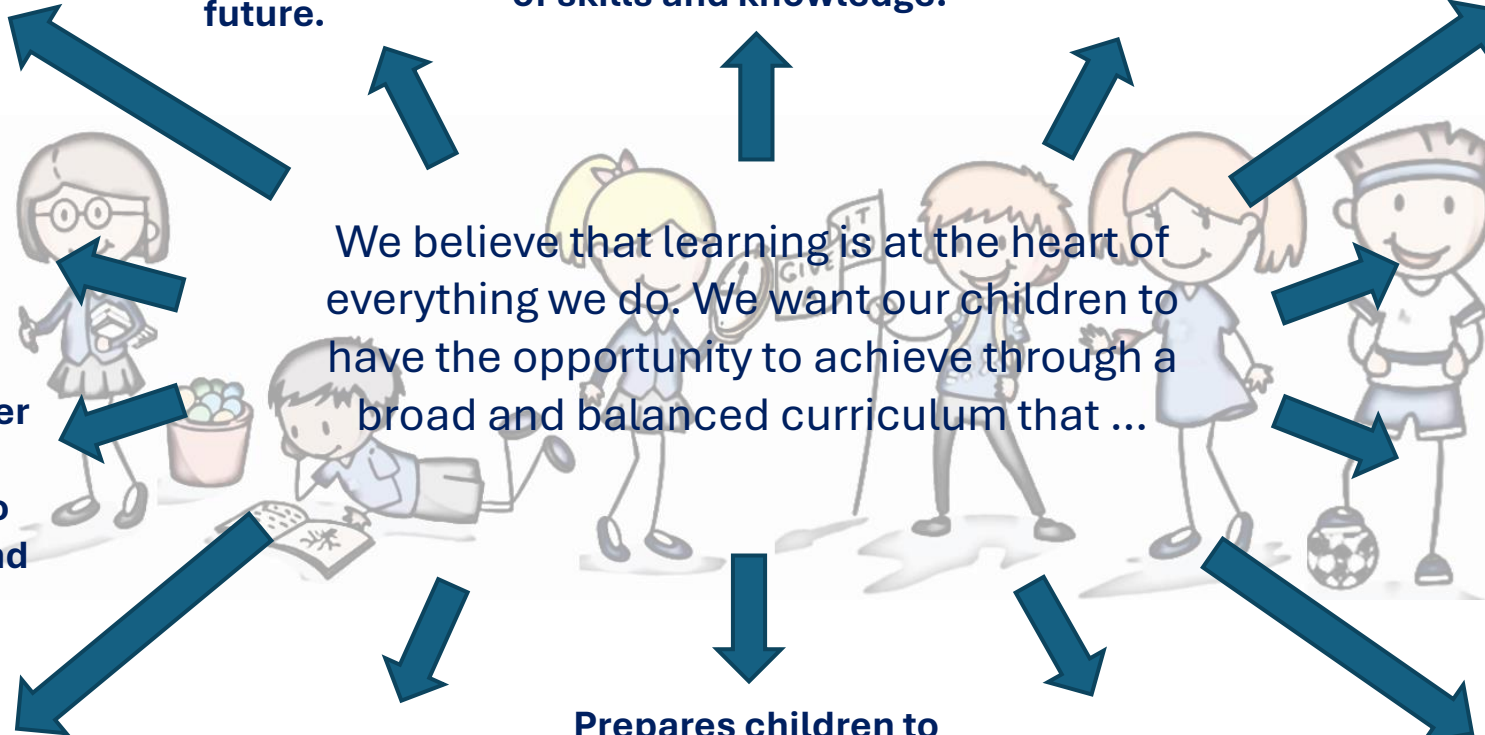
Allows children to be able to reflect on their learning and to improve their own work.

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge.

Builds character, resilience, self-motivation, and a will to succeed.

To provide opportunities for our children to learn in different ways and to have a wide variety of learning experiences.

We believe that learning is at the heart of everything we do. We want our children to have the opportunity to achieve through a broad and balanced curriculum that ...



Develops a hunger for knowledge and to have the resilience necessary to tackle challenges and problems.



Prepares children to take risks and learn from their mistakes.

To enable children to develop as independent learners as well as being able to work collaboratively.

Subject Specific Sequencing and Key Concepts: Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See Reading long term plan with key concepts)







Big Ideas:

These are the overarching ‘*Glascote*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘significance’; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from different cultures, religions and history.









A	N	K	E	R	M	O	O	R
								

Character Virtues:

These are the underpinning qualities and character traits that we desire all of our children, and staff, to demonstrate.

High Expectations 	Perseverance 	Enjoyment 	Respect 	Trust 	Responsibility 
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IMPLEMENTATION – Our approach

A	N	K	E	R	M	O	O	R
 ADVENTURE	 NATURE	 KNOWLEDGE	 ENTERPRISE	 RELATIONSHIPS	 MOVEMENT	 OBSERVE CRITICALLY	 OBSERVE THOUGHTFULLY	 RESPECT

Reading at Ankermoor Primary Academy, is through Literacy Tree, as we believe that it continues the positive use of good quality text-based units but also provides valuable and exciting ‘hooks’ for learning.

*'Literacy Tree is a complete, book-based platform for primary schools that covers all requirements of the Primary English curriculum. The books we choose help children to grow ideas and expand their minds. We only choose significant and important children's literature to create our book-based resources. We provide book-based planning sequences, **Literary Leaves**: Enhance reading comprehension with sequenced activities that guide children through whole books, creating critical readers. These use novels, poetry collections, and high-quality non-fiction books connected to Writing Roots through Literary Themes'. (Literacy Tree)*

IMPLEMENTATION – Our approach

We use Literary Leaves for our approach to reading, through a book-based comprehension planning. The scheme of work uses whole books, rather than extracts, which can be used in whole-class or guided reading sessions

Each Literary Leaf has 10-20 session notes, with each session focusing on skills from the Programme of Study, so that children have the opportunity to secure them deeply. In many cases the same question stem is repeated to ensure teachers can model how to answer questions, before the children apply it themselves.

Substantive knowledge is the ability to decode and sight-read words. As they progress in their reading, children will begin to automatically recognise words, reading with automaticity and pace. This provides children with opportunities to read for pleasure, including reading and reciting poetry, and helps them to develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts.

Disciplinary knowledge is the process of thinking critically and creatively using the automaticity of substantive knowledge. In reading, this involves the ability to interpret different texts, drawing upon knowledge of language and literary conventions. It involves the skills of supporting an opinion, based upon evidence within the text, and comparing and contrasting books from a range of genres, written by a variety of authors. Children will develop the skill of comparing themes, drawing upon extracts from the text to back up arguments and discussions and evaluating the intentions of the author, and expressing personal preferences.

Staff at Ankermoor Primary Academy create a positive attitude towards Reading both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice, echo and choral reading are key facilitators used to support all children in their learning.



EYFS Development Matters 2020: Communication & Language; Literacy

EYFS Statutory Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

Children in reception will be learning to:

- Read individual letters by saying the sounds for them.
 - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme.
 - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
 - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Key stage 1: Year 1:

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Key stage 1: Year 2:

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Lower Key stage 2 – Years 3 & 4 :

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Upper Key stage 2 – Year 5 & 6:

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education.

IMPACT– Our approach

At Ankermoor Primary Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, and work produced which is evidenced in children's books and displays.

Impact is also measured through:

- Internal and external picture building
- Internal and external moderation
- the use of AfL
- Hearing children read
- Reading Assessment Programme
- Phonics Screening
- End of term testing

