



How we teach Reading



This document outlines: the intent and rationale behind our Reading curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Writing curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children will inspire to be fluent readers, who are able to read for pleasure and for information.	Children enjoy reading a range of texts that promotes a love of reading.	Children will leave school being able to read fluently, with the right expression, have a good understanding of what they have read and read for pleasure as well as for information.

At Godmanchester Bridge Academy, we follow and adapt the scheme of work from 'The Teach Hub' to create our reading curriculum. We have chosen this approach as it focuses on teaching children unfamiliar vocabulary, develops their fluency and their comprehension.

Specifically, our aims for the teaching and learning of reading are as follows:

- To nurture a culture where children love to read and enjoy reading at any stage of their reading journey.
- To ensure that our children receive high quality Phonics teaching (Read Write Inc) every day in EYFS and KS1. This progressive approach ensures that our children are well placed to read and spell words with fluency and confidence.
- To enable children to read easily, fluently and with the right expression, to have a good understanding of what they read, develop their love of reading so that they read for pleasure as well as for information and to acquire a wide vocabulary.
- To encourage enjoyment by displaying high quality texts.
- To make links between what they have read and how they can use what they have read in their writing.
- To use the skills and knowledge learnt in an English lesson across the curriculum.
- Children learn who they are as a reader. This means they will know what they enjoy reading but they will also take risks and try new texts.
- Every child is read to each day by the class teacher.
- Children develop and use strategies that help them when they are stuck.
- Share a mixture of fiction, non-fiction and poetry with the children through shared reading and guided reading sessions.
- Our children will leave school being able to recommend books to others, seek out books they wish to read and discuss them with confidence.
- We want the children to see themselves in the books that are read to them in class.



We ensure that our English teaching and learning provides many purposeful opportunities for reading and discussion. We use a wide range of quality texts and resources to motivate and inspire our children.

Children in EYFS, Year 1 and Year 2 receive a RWI phonics lesson 5 x 30 minutes a week. Once Year 2 have completed the Read Write Inc Program, they move onto Whole Class Guided Reading. The children have 3 x 30-minute guided reading sessions per week. KS2 children have 2 x 30 minute reading lessons.

Teachers create a positive reading culture in school, where reading is promoted, enjoyed and considered a pleasure. We promote reading by reading out loud to our class regularly. The guided reading sessions allow the children to learn a wide range of vocabulary and they are able to be more adventurous with their language choices.

Timely intervention is planned for those children working below expected levels as soon as their needs are identified. All children read aloud during phonics or whole class reading. In addition, some pupils may read at least once more per week with a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20%. Furthermore, Pupil Premium children and those pupils not reading regularly at home, have additional opportunities to read aloud.

A celebration of reading is on display in the library. Each class has a display to show how their class is developing a love of reading.

We encourage children to share their ideas during a lesson by answering questions, discussing ideas with their partner, read their work aloud and by joining in with discussions.

At Godmanchester Bridge Academy, we incorporate Rosenshine's Principles of Instruction into our lessons to help ensure our teaching is research backed and as effective as possible. Children are given opportunities to:

- recap previous learning
- new learning is taught in small steps
- answer questions
- be guided in their reading.
- have their learning scaffolded.
- have feedback from the teacher throughout the lesson.



Planning

For reading, teachers follow and adapt the planning from 'The Teach Hub'. Each week the children will focus on the vocabulary needed to understand the text they are reading. They will develop their fluency by reading the same text over a week. They will echo read, choral read, paired read and individually read. Finally, the children will discuss what they have read. Each unit will look at a range of objectives linked to the national curriculum and the reading domains.

Prior to the lesson, teachers will:

- adapt the planning to better meet the needs of the children in their class.
- ensure they have a good understanding of the text type and subject knowledge needed to teach the lesson confidently.
- provide some children with pre-teaching on the theme or vocabulary of the text they will be using as a guide.

EYFS and Year One

Their reading lesson follows the Read Write Inc programme – see how we teach Early Reading and Phonics document for more details.

Year Two – Year Six

During a reading lesson at Godmanchester Bridge Academy, children will:

- Read a high-quality text.
- Learn a range of new vocabulary linked to the text they are reading.
- Link the new vocabulary to words they already know.
- Have the opportunity to listen to the class teacher read fluently and expressively.
- Copy how their teacher reads the text through echo reading.
- Practice their reading skills through paired and independent reading.
- Hear an expert model an answer to a question.
- Develop their comprehension through a range of different activities.

After a reading lesson at Godmanchester Bridge Academy, children will:

- Have their work checked by their teacher.
- Have the opportunity to respond to feedback.
- Some children will have further support to achieve aspects of the lesson. This will happen during the intervention of 'Bridge It'.

Assessment of reading will happen informally at the end of each lesson. This will inform future planning. Teachers will use NFER assessments as summative assessments identify gaps in the children's knowledge. This will be analysed and used to further inform future planning.

Story-time and Reading for Pleasure –

We aim to provide many opportunities where all pupils can listen to stories/texts or read independently in a quiet and reflective environment.

We have a set of recommended reads for each Key Stage, which contains stories, poems and other texts. The texts are chosen based on their content and themes. We aim to include stories from different cultures, stories which discuss feelings, familiar situations, current issues or stories which are fun to read. Teachers select class readers, for pleasure, to excite and engage the children and to expose them to new and varied vocabulary. All books shared with the children are age appropriate and frequently updated as new texts are released. Class teachers know their children well and often choose texts of high quality that match their classes interests.

Each class has their own library area with high quality texts available for them to read. The children also have the opportunity to visit and use the school library.

Home reading

While the children follow the Read Write Inc programme, they take home books from their colour group. Once the children have finished the programme, they move onto Accelerated Reader. The children complete Star Assessments which determines their reading ZPD. The children choose a book based in that level. They take a quiz of the book after they have finished.

Reading at home is encouraged. Star Assessments are shared with the parents. They have access to sign up to see the results of their children's quizzing and keep track of their reading targets. Weekly monitoring of reading diaries is carried out by teachers.

Curriculum Accessibility – Reading

All Pupils:

- access a curriculum lead by the subject lead that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- Adult scribes to show their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task. These will be dual coded.
- one-to-one interaction and targeted intervention by the teacher.
- a specific seat in lessons to meet a sensory or a learning need.
- adapted lesson structure, e.g. more paired/ discussion work or increased mini plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.
- Specialist vocabulary sheets available with phonetic breakdowns and visual representations.
- targeted interventions (Bridge It) to fill gaps in understanding.

Specific Pupils Need:

- Overlays used.
- use of talking tins to record what they want to write.
- access to an iPad or laptop to type their writing or speak into it to respond to a text.
- task planners to remind pupils of what to do.
- phonetic dictionaries are available to use.
- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- Additional support in practical lessons.

The impact of our reading curriculum at Godmanchester Bridge Academy is that:

- Children will leave school confident readers.
- They will have developed their fluency to a level where they are able to read for meaning.
- Children will leave school having found a text or genre that interests them.
- Children will have strategies they can use to decode unfamiliar words and check what words mean.
- Children leave Year 6 with the skills and knowledge needed for secondary school and the wider world.
- Children will leave Year 6 with a positive attitude towards reading, this will help them with any aspects of learning they encounter in the future.
- We have an environment where children have a go and understand that it is ok to get things wrong. They will understand that we can learn from our mistakes.
- Their books will show that they are learning skills that are age-appropriate standard with opportunities to extend and challenge the greater depth children.
- Pupil voice shows the children are confident and are able to talk about what they have learnt. It will also show their enjoyment of English.



Subject Map

Reading

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Read Write Inc See How we teach Phonics					
1						
2	RWI Texts Grey group	Chocolate Cake (P) Little Leaders: Exceptional Men in Black History (NF) Hair Love(F) Grandad’s Camper (F) The Proudest Blue (F)	The Way Home For The Wolf (F) Amelia Earhart (NF) Exceptional Men in Black History (NF) Funny Fish – Poems Aloud (P) The Chilly Chili (P)	The Pirates Next Door (F) The Lion Inside (F) The Dragging Dragon (P)	The Squirrels Who Squabbled (F) Little Leaders: Visionary Women (NF) Forever Star (F)	Dragon Poems – At the museum (P) The Most Important Animal of All (F/NF) Between Tick and Tock (F) The Giraffe, The Pelly and Me (F)
3	Traction Man (F) After The Fall (F) The Rainforest Grew All Around (NF)	The Slithermonchochuck (P) The Woolly Mammoth (NF) The Iron Man (F)	The Name In The Jar (F) Little Leaders – Bold Women In Black History (NF) As I walked – Smile Out Loud – (P)	An Alien In A Jam Factory (F) Escape From Pompeii (F) Instructions on Listening To Trees (P)	Planet Omar (F) The Boy Who Grew Dragons (F) Rosa Parks (NF) This Bear (P)	Oliver Seawigs (F) The Matchbox Diary (F) The Matchbox Diary (NF) Mistakes – Courage in a Poem (P)
4	Leon and The Place Between (F) The Storm Dragon (P) Earth Shattering Events (NF) The Bird Crocodile (P)	Picture Perfect (F) The Same Inside (P) The Polar Express (F)	The Dragon’s Hoard (F) Vikings in 30 seconds (NF) Anisha Accidental Detective (F)	I talk like a river (F/NF) The River (P) River, Runs Free (P) Plastic Sucks (NF)	The Wild Robot (F) The Madhatters (P) Plastic Sucks (NF)	The Great Kapok Tree (F/NF) How To Train A Dragon (F) Fantastically Great Women in Science (NF)
5	Rooftoppers (F) Cloud Soup (P) The Moon (NF)	The Boy At The Back Of The Class (F) Spaced Out Poems (P) Who Let The God’s Out (F)	Cogheart (F) 101 Poems for Children (P) Majestic Mountain (NF)	Street Child (F) Here We Are (NF)	The Nowhere Emporium (F) Stars With Flaming Tails (P) The One And Only Ivan (F)	The Girl Who Speaks Bear (F) Unfurling People – Courage in a Poem (P) Shackleton’s Journey (NF)
6	Brightstorm (F) The Missing (NF) Dark Sky, Park Sky (P)	Holes (F) Overheard In A Tower Block (P) Everest (NF)	The Boy In The Tower (F) Moon Juice (P) Mayan Civilisation (NF)	The 1,000 Year Old Boy (F) I Am Not A Label (NF)	Wonder (F) A Monster Calls (F)	The Girl Of Ink And Stars (F) I don’t like Poetry (P) Survivors (NF)

Whole Class Read

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	The Little Red Hen	The Gruffalo	We're going on a bear hunt (F) or T4W.	Jack and the Jelly beanstalk (F)	Handa's surprise (F) Why sharks can't disappear (NF)	On Sudden Hill (F) Chocolate cake (NF)
1	Look Up! My Beautiful Voice We all Celebrate! Jambari Jumps Island Born Our Tower	The Magical Do Nothing Day Pablo and The Noisy Party Splash The Bear and the Piano Julian is a Mermaid Out of The Blue	Rumble in the Jungle How Big is a Million? Pirate Mums The Book With No Pictures Lubna and the Pebble Never Show A T-Rex a Book	Beegu The Bee Who Spoke Bloom Amara and the Bats Mixed Molly Rogers To the Rescue	Room On The Broom Wanda's Words Got Stuck If all the world were... The Extraordinary Gardener The Hat Full Of Secrets	Can I join your club? The Perfect Shelter An Engineer Like Me The New Small Person Adventuremice: Otter Chaos
2	Leo and The Octopus The Couch Potato Marv And The Mega Robot	The Seeds of Friendship Eyes That Kiss in The Corners Space Detectives	The Kindest Red Sunflower Sisters Tilly and The Time Machine	The Wall and the Wild Two Places to Call Home Einstein the Penguin	My Must Have Mum Dear Earth Toto the Ninja Cat	The Fixer of Broken Things The Comet Max The Champion
3	Leonora Bolt Secret Inventor	The Christmasaurus	Boot: A Small Robot, Big Adventure	Me and Mister P	Pugs of The Frozen North	Sam Wu is not Afraid of the Dark
4	Wizards Of Once Book 1	The Dog That Saved Christmas	Max and The Millions	The Last Firefox	The Girl Who Stole An Elephant	Call me Lion
5	The Land Of Roar	Llama Out Loud	The Night Bus Hero	The Boy Who Saved A Bear	Malamander	The Fox Girl and The White Gazelle
6	The Boy Who Made Everyone Laugh	Orphans of The Tide	The Bubble Boy	The Boy with the Butterfly Mind	When Life Gives You Mangoes	Can you see me?