



ENGLISH (READING) AT CASTLEWOOD

<p>Our vision</p> <p>At Castlewood Primary School, our aim is for all children to be independent, fluent and wider readers who show a natural love for reading and sharing books.</p> <p>We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers. By the end of Year 6, our children will have had access to a wide vocabulary and are able to appreciate our rich and varied literary heritage.</p>	<p>Big ideas</p> <ul style="list-style-type: none"> ➤ Patron of Reading (Lorraine Gregory) ➤ Patron of Illustration (Aaron Blecha) ➤ Reading Dog (Pets As Therapy) KS2 ➤ Celebration of World Book Day/ Reading Week on an annual basis. We ensure that there is a mix of authors and genres covered in these events. Link to diversity where possible. ➤ To continue to celebrate reading using Reading Bands in assembly (Friday) ➤ Reading Raffle (KS1, KS2) to be drawn on a half-termly basis. ➤ Class texts to be available to support the class read in KS2. ➤ Class visits to the library to encourage the love of reading. ➤ Whole school coverage of texts document to include a range of authors, female protagonists, disabled, multiracial and black lead characters. Parents to be involved in Reading – opportunity to share stories in Book Week, texts available whilst waiting in reception, parent reading swap station ➤ To have interactive Reading displays to highlight reading throughout the school. ➤ To invite authors and illustrators in to support topics/class text/Reading Week – ideally this should cover a range of genres. This could be via zoom. ➤ Mystery Book Club available in KS2 ➤ Regular Book Talk sessions Y3-6 ➤ Ensure that reading is linked to writing opportunities. When children have completed a piece of writing, there should be an opportunity for them to share work with others. ➤ Reading ambassadors in KS2 to be given opportunities to read with KS1 and YR. KS1 and KS2 to be encouraged to share work between classes. ➤ Inviting Reading areas in each classroom. 	<p>Content, Coverage and Interleaving</p> <ul style="list-style-type: none"> • Daily phonics lesson in YR-Y2. Phonics is taught across Key Stage One in short, daily lessons across phase groups. Phonics is taught through the sequence of Letters and Sounds, using the 'Fun Phonics' characters to introduce the sounds. These are diverse, inclusive and fun for the children. Phonics is taught in the daily lessons with additional phonics activities in continuous provision across EYFS. • Booster group provided for Y2 children who did not meet (or just met) Y1 phonics test standard. Children are re-tested in June. Booster group available for Y3/4 children who did not meet Y1 phonics test. For children whom phonics did not work for at KS1, Better Reading Support Partners intervention can be provided. • Hornet/Word Wasp intervention available for KS2 children who need additional support with spellings/reading. • Carousel guided reading session in KS1 and YR – access to text and teacher x 1 per week. Guided Reading in Key Stage One is taught in timetabled small group guided reading sessions, which allows the children to access a range of texts through modelling, shared and independent reading. These sessions develop the children's skills to decode words by practising the phonics skills (taught in phonics lessons) and build their comprehension skills, to answer questions about texts that focus on retrieving, interpreting and predicting. Children in Key Stage One enjoy sharing and reading books together. • In KS2, Guided Reading is taught as whole class sessions. They have three Guided reading sessions per week. These are linked to current topic or English genre (writing). Guided Reading is based on a high quality class text - this could be a differentiated text or other high quality text to supplement if appropriate to the skill. A range of narrative, poems, non-fiction and song lyrics are used. Children explore expression, tone, volume, and experiment with using their voice and body language to create atmosphere. Using information from both formative and summative assessment, the teacher will highlight a specific domain to focus on based on the needs of the class. Whole class Guided Reading to be used in all KS2 classes. Consider what is being used to teach Guided Reading in KS2. Ensure that there is a mix of books, genres and that the curriculum is diverse. • Focus text or text of excellence is frequently used to support writing in English – this will explore looking at vocabulary, structure and features of the text and comprehension. Books from the Power of Reading scheme are provided which ensure children have access to high quality, age appropriate texts.
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<p>Cross-curricular Links</p> <p>History and Geography – topic linked texts Map work to link with story writing in KS2</p> <p>Art – to link with illustration of texts, description in texts. Children to have the opportunity to write a story (and illustrate it) for a younger reader KS2</p> <p>Range of books available to support E4S (PSHCE)</p>	<p>Knowledge, Skills, Vocabulary and Understanding</p> <p>Children will be shown how to foster a love of reading by listening and interacting with a variety of literature, including non-fiction and poetry. We will provide children with necessary lifelong skills to ensure they can read confidently and with a secure understanding.</p> <ul style="list-style-type: none"> • Brain Power – having access to a range of vocabulary and high quality, rich and diverse texts. • Soul Power – reading ‘opens the door’ to learning, enabling children to access a wider curriculum • Heart Power – children will have the opportunity to share texts and recommend texts to others. Through texts, they are able to empathise with characters. 	<p>Progress and Assessment</p> <ul style="list-style-type: none"> • National Curriculum statements https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study • We use the Reading Framework to support and guide our teaching of reading throughout the school. This ensures there is proficiency in reading, writing and spoken language which is vital for pupils’ success. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy • We refer to the OFSTED review (May 2022) which explores the research literature relating to English. Its purpose is to identify factors that can contribute to high-quality curriculums, pedagogy, assessment and schools’ systems for managing the subject. https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english • Termly tracked progress of children using internal Castlewood assessment. • The curriculum enables opportunity to challenge children and provide scaffolding for children who require further support. 	<p>Wider opportunities</p> <ul style="list-style-type: none"> • Author visits, supporting workshops and displays • Illustrator visits and supporting workshops • Reading Book Fair x 2 per year after school • Y5/6 interviewing authors • Staff meetings to share new texts and ideas • KS2 to write and share stories with KS1 • KS2 ambassadors to read with YR on a regular basis. • Primary Passport ideas to be considered. • Book Week to take place every year, during March, which links with World Book Day. • Reading assemblies to take place on a half-termly basis. This is taken by the librarians in Year 6.
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Equality and Diversity

When selecting texts at Castlewood, we ensure that we consider the following questions:

- Are the ethnic minorities within our school being represented in book characters? Where possible, are they being represented in authors and illustrators too?
 - Are the ethnic minorities in our local area being represented (if these are different to within our school)?
 - Are the achievements of these ethnic minorities represented? Is the history of these ethnic minorities represented?
- For all children, it’s important that the stories they encounter at school provide both 'mirrors' and 'windows':
- **Mirror:** a story that reflects your own culture and helps build your identity (e.g. a main character who looks like you)
 - **Window:** a story that offers you a view into someone else’s experience (e.g. a main character who is different from you)

Ensure books are used as part of displays, or have their covers facing outwards – are BAME people visible on book covers in each classroom and the main KS1 and KS2 libraries. By providing books that do this, Castlewood challenges the implicit racism of an all-white or majority-white library or book corner.