
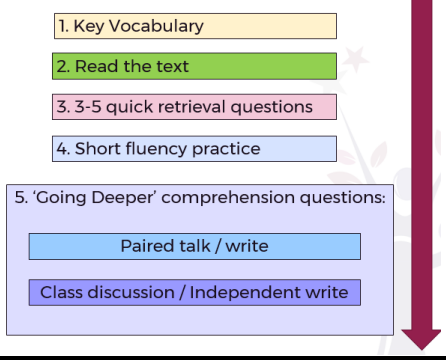


Reading Curriculum Rationale

The Astrea Mission for reading: Every one of our pupils will become fluent and inquisitive readers, allowing them to access all aspects of the curriculum and experience great literature – both within and beyond the classroom.

The 'Reading Curriculum' refers to the whole class Reading lessons taking place daily across KS2 (c.30 minutes expectation).

The Wider Reading Strategy	Curriculum Model																		
<p>The Astrea Reading Curriculum fits within a wider context of the Astrea Reading Strategy. The Strategy has at its heart 8 key priorities, with all reading in schools driven by these expectations:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30px; text-align: center;">1.</td><td>School leaders ensure reading is at the centre of the curriculum.</td></tr> <tr><td style="text-align: center;">2.</td><td>All adults are teachers of reading.</td></tr> <tr><td style="text-align: center;">3.</td><td>All recognise that reading aloud is one of the most valuable activities an adult can do.</td></tr> <tr><td style="text-align: center;">4.</td><td>Pupils read a wide range of brilliant literature.</td></tr> <tr><td style="text-align: center;">5.</td><td>Early Reading. Rigorous, pure, systematic synthetic phonics programme is in place. Stories, rhymes, songs and poems are prioritised in the setting.</td></tr> <tr><td style="text-align: center;">6.</td><td>The school prioritises fluency.</td></tr> <tr><td style="text-align: center;">7.</td><td>The school fosters a word-rich culture.</td></tr> <tr><td style="text-align: center;">8.</td><td>The school has a systematic approach to supporting comprehension development.</td></tr> </table>	1.	School leaders ensure reading is at the centre of the curriculum.	2.	All adults are teachers of reading.	3.	All recognise that reading aloud is one of the most valuable activities an adult can do.	4.	Pupils read a wide range of brilliant literature.	5.	Early Reading. Rigorous, pure, systematic synthetic phonics programme is in place. Stories, rhymes, songs and poems are prioritised in the setting.	6.	The school prioritises fluency.	7.	The school fosters a word-rich culture.	8.	The school has a systematic approach to supporting comprehension development.	<p>The Reading Curriculum recognises that learning to read once phonics knowledge is secure is not a linear process, and that when learners are approaching and unpicking a text they need to develop and draw on multiple skills.</p>  <p>Thus the Reading Curriculum adopts a Strand Curriculum model (as opposed to a spiral model), where multiple objectives are woven through each lesson. This enables pupils to convert inflexible knowledge into more flexible knowledge by applying skills repeatedly in different contexts.ⁱ</p>		
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Reading Curriculum lesson structure	How the Reading Curriculum sits within the wider Reading Strategy																		
<p>In KS2, the Reading Curriculum lesson model is as follows:</p> <div style="text-align: center;">  </div>	<p>Underpinning the 8 key priorities, there are the 3 building blocks of developing reading^{iv}. The Reading Curriculum lessons fit within the following 3 building blocks for reading development to drive and support the above key priorities in the following ways:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Learning to Read:</p> <ul style="list-style-type: none"> Echo/choral/repeated reading practices; Daily Retrieval practice; Daily shared reading; Daily focus on paired talk, teacher modelling, use of sentence stems to develop whole answers; 'Going Deeper' questions focusing on developing comprehension skills through targeted and interwoven selection of the KS2 content domains. <i>Works alongside Astrea's English Curriculum: The Literary Curriculum (from The Literacy Tree) which also weaves NC reading objectives into whole class quality text contexts to make links between reading as writers</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Reading to Learn:</p> <ul style="list-style-type: none"> Supports a 'Read like a...' approach, with a range of texts (fiction, non-fiction, poetry) from across subjects planned in through weekly themes (linking to the PKC Curriculum in progress); Vocabulary barriers are pre-empted to support learners in accessing the text^v. </div> <div style="border: 1px solid black; padding: 5px;"> <p>Reading for pleasure:</p> <ul style="list-style-type: none"> <i>There is an expectation that all classes additionally enjoy a Read Aloud class book together for 15-20 minutes daily;</i> Fiction planned into the Reading Curriculum is high quality and provides a springboard to enhance teacher and pupil knowledge of children's literature. Text selections act as a framework for the teacher selection of an age-appropriate and engaging class book (chosen as a class to promote pupil text selection independence^{vi}) for this daily Read Aloud session. <i>Works alongside Astrea's English Curriculum: The Literary Curriculum (from The Literacy Tree) in which each class uses a high quality text as a springboard for writing with clear purpose and audience.</i> </div>																		
Rooted in Rosenshine's Principles of Instruction ⁱⁱ																			
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ⁱ See Needham, T., 'Writing Skills' in *The researched guide to Literacy: An evidence informed guide for teachers*

ⁱⁱ See Sherrington, T., *Rosenshine's Principles in Action*

ⁱⁱⁱ See Beck, I., *Robust Comprehension Instruction with questioning the author*

^{iv} See Myatt, M., *The Curriculum: Gallimaufry to coherence*

^v See Quigley, A., *Closing the Reading Gap*

^{vi} See *OU Reading for Pleasure Pedagogies website*