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| **Mission statement** |
| At Newfield School, our aim is to foster a love of reading in all our pupils, from Key Stage 1 to Key Stage 4. We encourage pupils to read widely, to read fiction and non-fiction and to understand the importance of reading across the curriculum. Our curriculum is well sequenced and builds on knowledge and skills gained as students progress through school, we recognise the link this has to pupil attainment, confidence and enjoyment of reading. We aim to create an environment that is rich in experiences, promotes a greater understanding of themselves and the wider world and encourages the growth and development of language in all subjects. We do this whilst being aware of the pupils who have negative experiences of reading and those with gaps in their learning. In accordance with the requirements of the National Curriculum, we expect our learners to:* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
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| **Key ingredients of the Newfield Reading Curriculum** |
| **Reading Skills**  | **Assessment** | **Interventions** |
| KS1-KS2PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluency | KS3-KS4*All KS1-KS2 skills apply, plus:*Reading criticallyReading for understanding | Pupils are assessed termly using Lexplore to determine their reading age. Teaching staff assess termly using ‘I can’ individualized targets.Fluency rubric is used in KS3-4.Formative assessment conducted in all lessons. | Data from Lexplore is used to identify pupils in need of a reading intervention, pupils with a reading age below their chronological age receive an intervention as set out by Lexplore and those with a reading age 2 years or more below their chronological age receive an intensive reading intervention with Mrs White.Intensive reading interventions occur daily for 15 minutes, these have a significant focus on phonics and phonemic awareness. These students are assessed half termly to track progress. |
| **Phonics** | **Class Reading / Reading to an adult** | **Reading in the curriculum and for Pleasure** |
| We use Twinkl Phonics from KS1-KS2. Twinkl Phonics is a Department for Education validated scheme.KS3-KS4 use a blend of Twinkl Phonics and pupil appropriate approaches. | All pupils should read to an adult 3 times per week.Pupils are expected to read aloud in a range of subjects. Pupils accessing the linked texts are expected to read aloud during their reading lessons.Class novel is read aloud by the teacher for 15 minutes per day.  | Students read every day in all subjects and are encouraged to read during ERIC time or will listen to a teacher read aloud. Students take books home to read for pleasure.  |
| **Timetable Overview** |
| **KS 1 & 2 (Y1 – Y6)** | **KS 3 (YR7 & YR8)** | **KS3 & 4 (Yr9, Yr10 & Yr11)** |
| **Students in KS1 & 2 have four timetabled reading lessons per week.** Three out of four lessons are ‘linked texts’, these texts are linked together with a theme, cover a wide range of genres and topics. The main processes covered in these lessons are retrieval and inference however students are required to use all skills to successfully answer questions. Pupils are required to read aloud during these three lessons and therefore the text must be appropriate to their reading ability.Lesson 4/4 focuses on the class novel. The class novel is read aloud by the teacher to pupils every day and is a challenging text that pupils can access but could not read cover to cover independently. This is an opportunity for the teacher to model good reading, constant questioning and deep discussion. During this lesson, pupils will answer recap, authorial intent, summary and sequencing style questions on the content they have previously read.  | **Students in KS3 & 4 have two timetabled reading lessons per week.**One out of two lessons focus on pupil’s reading their own reading for pleasure books aloud/independently and listening to the teacher reading the class novel aloud. Similarly, to KS1 & 2, the class novel should be pitched at a challenging level where pupils can access the text but would be unable to read this cover to cover independently. This provides an opportunity for teachers to model good reading practices, supported by constant questioning and discussion points about what is being read. The other lesson will vary depending on year group.**Early KS3 (Years 7 and 8)** will focus on a linked set of texts. Each theme will take three weeks to cover, addressing a range of genres and topics. Fiction, non-fiction and poetry texts will all be covered at different points throughout the year.The main processes covered in these lessons are similar to KS1 & 2, with a focus on retrieval and inference; however, pupils will be required to use all skills to successfully complete the tasks provided. Pupils are required to read aloud during these lessons, with texts being appropriate to their reading ability.**Later KS3 (Years 9-11)** reading lesson two out of two will focus purely on the class novel. This lesson will focus on students demonstrating their understanding of what has been read and their ability to read critically.  |
| **Whole School Class Novel Lesson Key Ingredients** | **Reading skills** |
| Teacher reading aloud, modelling expressionEcho reading Weekly QuizIndividual thinkingPartnered talkSolo work | FluencyExpressionRecapping and retrieval Inference* Implicit
* Explicit

PredictionSummary Understanding authorial choices * Setting
* Plot
* Purpose
* Audience
* Vocabulary & language
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**Curriculum Sequence**

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| **Year 3** |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Planet Omar Accidental Trouble Magnet – Zanib Mian*or*The Wild Robot – Peter Brown | PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluency | Spiders Internet safetyAnne FineColoursMonstersSongs |
| **Autumn 2** | An Alien in the Jam Factory – Chrissie Sains*or* Dog Man – Dav Pilker | Children’s classics Vol 1Light and shadows Disney songsTowns, cities and villagesDick King SmithPicture books Volume 1 |
| **Spring 1** | Owen and the soldier – Lisa Thompson | ForcesDifferent culturesPrehistoric Britain Poetry volume 1Roald DahlNotable People volume 1 |
| **Spring 2** | The Last Bear – Hannah Gold | Rocks and fossilsShang DynastyWeatherNotable people volume 2Novels Volume 1Songs from musicals |
| **Summer 1** | Grimwood – Nadia Shireen | PlantsKeeping healthyChildren’s classics volume 2GreecePoetry Volume 2Picture books Volume 2 |
| **Summer 2** | Charlotte’s Web – E. B. White | Novels Volume 2Philip Reeves and Sarah McIntyre RobotsHearing impairmentLighthouses |

**Curriculum Sequence**

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| **Year 4** |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Llama out Loud – Annabella Sami | PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluency | MigrationRabbitsRecycling WeekRiversRomansTeeth |
| **Autumn 2** | Ariki and the Island of Wonders – Nicola Davies | Armistice DayChildren’s Classics Vol 1HabitatsPicture Books Vol 1Poetry Vol 1Witches and Wizards |
| **Spring 1** | Paws – Kate Foster | Chinese New YearElectricityInternational Women’s DayNotable People Vol 1Novels Vol 1Picture Books Vol 2 |
| **Spring 2** | Rumaysa a Fairytale – Radiya Hafiza | Disney SongsJennifer KillickMental HealthMoneyNotable People Vol 2Novels Vol 2 |
| **Summer 1** | The Miraculous Hourney of Edward Tulane – Kate Dicamillo  | Children’s Classics Vol 2Poetry Vol 2SongsSongs from MusicalsSpies and CrimeStates of Matter |
| **Summer 2** | Varjak Paw – SF Said | Sports PeopleVikings |

**Curriculum Sequence**

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| **Year 5** |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Wonder – R. J. Palacio | PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluency | SpaceMiddle Eastern CountriesNigeriaCircusesRainforestsNotable People Vol 1 |
| **Autumn 2** | Odd and the Frost Giants – Neil Gaiman  | ChristmasEnergy / ForcesMichael MorpurgoPicture Books Vol 1Poetry Vol 1Children’s Classics: Peter Pan |
| **Spring 1** | The Last Wild – Piers Torday | Antarctic ExplorersSiaNovels Vol 1Picture Books Vol 2Disney SongsEquality |
| **Spring 2** | Cosmic – Frank Cottrell-Boyce | Changing MaterialsPoetry Vol 2Songs from Musicals TitanicFrank Cottrell BoyceIslands and Leprosy |
| **Summer 1** | A Kind of Spark – Elle McNicoll | Life CyclesBeetlesGreat OpeningsNovels Vol 2Children’s Classics Vol 1Medieval Monarchs |
| **Summer 2** | The Explorer – Katherine Rundell | Notable People Vol 2Children’s Classics Vol 2BrazilKate DiCamilloSongs |

**Curriculum Sequence**

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| **Year 6** |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Holes – Louis Sachar | PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluency | Light Notable people volume 1AutismChildren’s Classics volume 1Picture books volume 1SongsPopulation |
| **Autumn 2** | Little Badman and the invasion of the killer aunties – Humza Arshad & Henry White | Drugs and AlcoholElectricityChildren’s Classics volume 2Poetry Volume 1Spooky OpeningsSpies |
| **Spring 1** | When the sky falls – Phil Earle | Civil rightsLiving things and their habitatsIbtihaj MuhammadSongs from musicalsPicture books volume 2Novels volume 1 |
| **Spring 2** | Fight back – A. M. Dassu | Critiquing the mediaEvolutionInspirational womenNovels volume 2Poetry volume 2The arrival |
| **Summer 1** | Who Let the Gods Out – Maz Evans | Animals including humansIndustrial RevolutionThe RavenKatherine RundellNotable People volume 2Piers Torday |
| **Summer 2** | Can You See Me? – Libby Scott & Rebecca Westcott | World War 2LiverpoolMagicResilienceVerse novelsPompeii |

**Curriculum Sequence**

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| **Year 7** |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Kensuke’s Kingdom – Michael Morpurgo | PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluencyReading criticallyReading for understanding | Resilience (3 weeks)Novels volume 1 (3 weeks) |
| **Autumn 2** | War Horse – Michael Morpurgo | Poetry volume 1 (3 weeks)Notable people volume 1 (3 weeks) |
| **Spring 1** | The Goldfish Boy – Lisa Thompson | Ibtihaj Muhammad (3 weeks)Industrial revolution (3 weeks) |
| **Spring 2** | Street Child – Berlie Doherty  | Autism (3 weeks)Evolution (3 weeks) |
| **Summer 1** | Some Places More than Others – Renee Watson  | Liverpool (3 weeks)Novels volume 2 (3 weeks) |
| **Summer 2** | Goodnight, Mr Tom – Michelle Magorian | Critiquing the media (3 weeks)Poetry volume 2 (3 weeks) |

**Curriculum Sequence**

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| **Year 8** |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Small Steps – Louis Sachar | PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluencyReading criticallyReading for understanding | Drugs and alcohol (3 weeks)Classics volume 1 (3 weeks) |
| **Autumn 2** | The Woman In Black – Susan Hill | Industrial Revolution (3 weeks)Classics volume 2 (3 weeks) |
| **Spring 1** | I Am David – Anne Holm | Autism (3 weeks)Population (3 weeks) |
| **Spring 2** | Bridge to Terabithia – Katherine Paterson | Evolution (3 weeks)Resilience (3 weeks) |
| **Summer 1** | The Grapes of Wrath – John Steinbeck | Liverpool (3 weeks)Verse novels (3 weeks) |
| **Summer 2** | Illegal – Eoin Colfer | Critiquing the media (3 weeks)World War 2 (3 weeks)  |

**Curriculum Sequence**

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| **Year 9** |
|  | **Class Novel List** | **Foci** | **Reading critically/for understanding** |
| **Autumn 1** | Dracula – Bram Stoker  | PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluencyReading criticallyReading for understanding | Students will demonstrate their understanding of what has been read and their ability to read critically. |
| **Autumn 2** | Rats – Paul Zindel |
| **Spring 1** | Animal Farm – George Orwell |
| **Spring 2** | Ghost Boys – Jewell Parker Rhodes |
| **Summer 1** | Are You There, God? It's Me, Margaret – Judy Blume |
| **Summer 2** | Terror Kid – Benjamin Zephaniah  |

**Curriculum Sequence**

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| **Year 10** |
|  | **Class Novel List** | **Foci** | **Reading critically/for understanding** |
| **Autumn 1** | The Curious Incident of the Dog in the Night Time – Mark Haddom | PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluencyReading criticallyReading for understanding | Students will demonstrate their understanding of what has been read and their ability to read critically. |
| **Autumn 2** | The Fault in Our Stars – John Green |
| **Spring 1** | David Copperfield – Charles Dickens |
| **Spring 2** | The Hate U Give – Angie Thomas |
| **Summer 1** | A Monster Calls – Patrick Ness |
| **Summer 2** | We Were Liars – E. Lockhart*Or*Hidden Figures – Margot Lee Shetterly |

**Curriculum Sequence**

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| **Year 11** |
|  | **Class Novel List** | **Foci** | **Reading critically/for understanding** |
| **Autumn 1** | Carrie – Stephen King | PhonicsPhonemic awarenessComprehension (both listening and reading)VocabularyFluencyReading criticallyReading for understanding | Students will demonstrate their understanding of what has been read and their ability to read critically. |
| **Autumn 2** | The Girl With All The Gifts – M. R. Carey |
| **Spring 1** | The Road – Cormac McCarthy |
| **Spring 2** | On The Road – Jack Kerouac |
| **Summer 1** | The Kite Runner – Khaled Hosseini |
| **Summer 2** | N/A |