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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. | | | |
| **Key ingredients of the Newfield Reading Curriculum** | | | |
| **Reading Skills** | | **Assessment** | **Interventions** |
| KS1-KS2  Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency | KS3-KS4  *All KS1-KS2 skills apply, plus:*  Reading critically  Reading 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 expression  Echo reading  Weekly Quiz  Individual thinking  Partnered talk  Solo work | | Fluency  Expression  Recapping and retrieval  Inference   * Implicit * Explicit   Prediction  Summary  Understanding authorial choices   * Setting * Plot * Purpose * Audience * Vocabulary & language | |

**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 | Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency | Spiders  Internet safety  Anne Fine  Colours  Monsters  Songs |
| **Autumn 2** | An Alien in the Jam Factory – Chrissie Sains  *or*  Dog Man – Dav Pilker | Children’s classics Vol 1  Light and shadows  Disney songs  Towns, cities and villages  Dick King Smith  Picture books Volume 1 |
| **Spring 1** | Owen and the soldier – Lisa Thompson | Forces  Different cultures  Prehistoric Britain  Poetry volume 1  Roald Dahl  Notable People volume 1 |
| **Spring 2** | The Last Bear – Hannah Gold | Rocks and fossils  Shang Dynasty  Weather  Notable people volume 2  Novels Volume 1  Songs from musicals |
| **Summer 1** | Grimwood – Nadia Shireen | Plants  Keeping healthy  Children’s classics volume 2  Greece  Poetry Volume 2  Picture books Volume 2 |
| **Summer 2** | Charlotte’s Web – E. B. White | Novels Volume 2  Philip Reeves and Sarah McIntyre  Robots  Hearing impairment  Lighthouses |

**Curriculum Sequence**

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| **Year 4** | | | |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Llama out Loud – Annabella Sami | Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency | Migration  Rabbits  Recycling Week  Rivers  Romans  Teeth |
| **Autumn 2** | Ariki and the Island of Wonders – Nicola Davies | Armistice Day  Children’s Classics Vol 1  Habitats  Picture Books Vol 1  Poetry Vol 1  Witches and Wizards |
| **Spring 1** | Paws – Kate Foster | Chinese New Year  Electricity  International Women’s Day  Notable People Vol 1  Novels Vol 1  Picture Books Vol 2 |
| **Spring 2** | Rumaysa a Fairytale – Radiya Hafiza | Disney Songs  Jennifer Killick  Mental Health  Money  Notable People Vol 2  Novels Vol 2 |
| **Summer 1** | The Miraculous Hourney of Edward Tulane – Kate Dicamillo | Children’s Classics Vol 2  Poetry Vol 2  Songs  Songs from Musicals  Spies and Crime  States of Matter |
| **Summer 2** | Varjak Paw – SF Said | Sports People  Vikings |

**Curriculum Sequence**

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| **Year 5** | | | |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Wonder – R. J. Palacio | Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency | Space  Middle Eastern Countries  Nigeria  Circuses  Rainforests  Notable People Vol 1 |
| **Autumn 2** | Odd and the Frost Giants – Neil Gaiman | Christmas  Energy / Forces  Michael Morpurgo  Picture Books Vol 1  Poetry Vol 1  Children’s Classics: Peter Pan |
| **Spring 1** | The Last Wild – Piers Torday | Antarctic Explorers  Sia  Novels Vol 1  Picture Books Vol 2  Disney Songs  Equality |
| **Spring 2** | Cosmic – Frank Cottrell-Boyce | Changing Materials  Poetry Vol 2  Songs from Musicals  Titanic  Frank Cottrell Boyce  Islands and Leprosy |
| **Summer 1** | A Kind of Spark – Elle McNicoll | Life Cycles  Beetles  Great Openings  Novels Vol 2  Children’s Classics Vol 1  Medieval Monarchs |
| **Summer 2** | The Explorer – Katherine Rundell | Notable People Vol 2  Children’s Classics Vol 2  Brazil  Kate DiCamillo  Songs |

**Curriculum Sequence**

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| **Year 6** | | | |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Holes – Louis Sachar | Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency | Light  Notable people volume 1  Autism  Children’s Classics volume 1  Picture books volume 1  Songs  Population |
| **Autumn 2** | Little Badman and the invasion of the killer aunties – Humza Arshad & Henry White | Drugs and Alcohol  Electricity  Children’s Classics volume 2  Poetry Volume 1  Spooky Openings  Spies |
| **Spring 1** | When the sky falls – Phil Earle | Civil rights  Living things and their habitats  Ibtihaj Muhammad  Songs from musicals  Picture books volume 2  Novels volume 1 |
| **Spring 2** | Fight back – A. M. Dassu | Critiquing the media  Evolution  Inspirational women  Novels volume 2  Poetry volume 2  The arrival |
| **Summer 1** | Who Let the Gods Out – Maz Evans | Animals including humans  Industrial Revolution  The Raven  Katherine Rundell  Notable People volume 2  Piers Torday |
| **Summer 2** | Can You See Me? – Libby Scott & Rebecca Westcott | World War 2  Liverpool  Magic  Resilience  Verse novels  Pompeii |

**Curriculum Sequence**

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| **Year 7** | | | |
|  | **Class Novel List** | **Foci** | **Linked Texts** |
| **Autumn 1** | Kensuke’s Kingdom – Michael Morpurgo | Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency  Reading critically  Reading 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 | Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency  Reading critically  Reading 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 | Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency  Reading critically  Reading 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 | Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency  Reading critically  Reading 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 | Phonics  Phonemic awareness  Comprehension (both listening and reading)  Vocabulary  Fluency  Reading critically  Reading 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 |