



Ark Ayrton English Offer 2017/18

Reading

Overall Aims



At Ark Ayrton, our aim is to ensure that all children become highly skilled readers, working at or above the National Standard and also develop a love of reading, so that they become life-long readers. We aim to ensure that children have a balanced reading diet, comprising of fiction, non-fiction, poetry and classics, exposing them to the great literary writers both past and present. Reading is at the heart and soul of our curriculum and books drive and support learning.

Assessment of Reading

Tracking the progress through the Reading Curriculum is built around Key Performance Indicators (KPIs), which link directly to the National Curriculum expectations. KPIs are based around two dimensions of the National Curriculum – Word Reading and Comprehension. We use a variety of approaches to teach these i.e Word reading through daily Guided Reading and the teaching of comprehension through Whole class reading. In order to make an age related judgement of a child, teachers take into account a variety of evidence - Phonic Assessments (if applicable), PiRA test outcomes, Reading Records, PM Benchmarking assessments (if applicable) and the evidence we have that children have achieved all of their year group KPIs. Teachers track what children can and can't do against the KPIs, which allow them to target children effectively to narrow gaps. Each year group's KPIs have key assessment questions for teachers to use, in order to assess a child's word reading or comprehension ability.

Whole Class Morning Reading

Whole class reading is taught daily for 45 minutes in Years 3-6 and focuses on the teaching of comprehension. Good comprehension draws from linguistic knowledge (both vocabulary and grammar and on knowledge of the world. Comprehension skills develop through pupil's experiences of high quality discussions with the teacher and through careful exposure to a wide



range of traditional fiction, modern fiction, poetry, plays, non-fiction and reference books. Teachers provide children with a book, which they read together as a class. The book is the heart and soul of the children's topic, meaning that all other subjects are drawn from the book. These books are often more challenging compared to the texts children would be expected to read independently, however this challenge provides children with a rich diet and exposure to great quality writing which helps children to learn how to become great writers too! We believe that it is imperative that children have a book to read in this time and therefore we have invested in books, so the children have one between two. Within this lesson, teachers follow the 'I do, we do and you do' model linked to the literal retrieval, inferential and big question reading habits, where they explicitly teach

children the skills needed to be readers for life. Children are then provided with an opportunity to practice applying the KPI they are learning to test type comprehension questions.

Whole Class Afternoon Reading

Whole class afternoon reading is taught daily in all classes for 30 minutes. Within this time, children are provided with more opportunities to be taught good reading habits and are exposed to more non-fiction texts which relate to their topic. Teachers model how to be a good reader through the 'I do, we do and you do' model which again link to the literal retrieval, inferential and big question reading habitat.

Read Write Inc (RWI)

Within EYFS and KS1 (Year Two up until the end of the Autumn Term) children are taught to read through Ruth Miskin's RWI programme. It provides children with a structured and systematic approach to teaching our younger children the skills of word reading and blending sounds in order to read.

Reading across the Curriculum



At Ark Ayrton, our curriculum is based around a book and additional whole class reading time in the afternoon drives the topic, science and other curriculum areas. All children are actively encouraged and provided with opportunities to apply their skills of reading to all subject areas. For example in our weekly PE lessons, children read an article relating to the sport they are going to play. In Science, children read about famous scientists and the discoveries which they have made.

Support for Readers

At Ark Ayrton, we believe that every child regardless of reading ability should have the opportunity to be exposed to different types of texts and authors, otherwise the gap widens and children begin to not see themselves as readers. Therefore, we will never take children out for Reading intervention during Class Reading time in both the mornings and afternoons. We provide additional time for Reading interventions either before School starts, where children attend a RWI or Fresh Start breakfast club or through dedicated Reading interventions which are delivered by a Senior LSA at some point in the afternoon.

Home Reading

We want children to develop a love of Reading. Our dedicated Home Reading LSA ensures that home reading books are changed weekly and engages children in selecting the book that they would like to read. Children are expected to read at home daily and complete their Reading Diaries. We have a Home Reading challenge, in which children have a list of books that they need to read within the year. These books are available either from the school or local library. Children are then rewarded by a book of their choice once they have completed the reading challenge.



Homework

In addition to Home Reading, children will be set weekly reading homework. This will vary from comprehension to reading for pleasure; to a reading challenge.

Developing and Sustaining Reading for Pleasure at Ark Ayrton



SURF(ing) at Ayrton (Sustained uninterrupted reading fun!)

Every day for 15 minutes all Academy staff SURF alongside the children, where our aim is that the adults model to the children a love of reading and in turn children are inspired by these role models to develop their own love of reading. Children bring in their own texts to read and enjoy doing so.

Whole Class book

At Ark Ayrton, we believe that children need to be read to, regardless of age or ability. It is through reading aloud, where children begin to associate reading with pleasure.¹ Therefore every class has a class book, which is chosen by the teacher and read daily with the children. Here, children are encouraged to talk about their reading and participate in generating opinions about authors and their stories.

Reading Environments

Every class at Ark Ayrton we are working hard to develop book corners. Teachers and their class' are also beginning to decorate their classroom doors based on the class book that they have chosen to read. This is a prominent reminder to the children that Reading is always at the forefront of their minds. We are extremely lucky to have a Multi Media Resource Centre (MMRC) where each class goes weekly to read for pleasure. The Library is always great at providing children with opportunities at play times and lunchtimes to read in.

Choice of books to read

At Ark Ayrton, we appreciate that children do not always want to read a book and encourage them to select what interests and engages them. Therefore we have a wide selection of comics, e-books, and fiction and non-fiction books for them to choose from.

Visits to our Local Library

We recognise the importance of Library's in promoting reading. Therefore, we are in the process of introducing a termly class visit to our local library to choose a book that they can take home and read for pleasure.



Visits from Authors

At Ark Ayrton, we seek to have authors to visit and work with our children, to inspire them to read. We also write to authors and have heard back from several of them!



Governors Reading Award

Every term, the Governor's recognise a child in each year group, with an award, for who has displayed a positive attitude towards reading and has made significant progress.

Writing

Whole Class Writing

As books and reading are at the heart of our curriculum, writing is also very much driven by the whole class text studied in the reading time. It is from this text that the children use as a stimulus for writing. We strongly believe that writing is a journey and every unit begins with a cold write. This is a piece of writing which is used as a pre-assessment, in order for teachers to create lesson plans which will ensure that any gaps in knowledge are targeted. Teachers then skilfully teach children how to be a successful writer, by engaging the reader, throughout a series of lessons. We are fully aware of the importance of children writing independently and therefore children write about something different to the teacher to ensure they take ownership over their writing and ideas. Once the children have crafted their piece of writing, they are provided with the skills of how to successfully edit and improve their creations, with a large emphasis on the impact of their writing on the reader. Writing is taught in a cross curricular approach and actively linked into our thematic curriculum.

Writing area in the Library

As a school, it is imperative to us that children understand the relationship between reading and writing. We cannot have amazing books to read if there is no one to write them! Therefore we have adapted our Library so that children are provided with an area 'to be authors'. Here the children can be creative authors and publish their works into our own Library for other children to read.

Handwriting

At Ark Ayrton, we follow the Nelson handwriting scheme. This begins in Reception whereby children learn their letter formation in conjunction with their sounds through Read, Write Inc. This is then built on throughout the children's journey within the School. In Years 5 and 6, children are encouraged to begin to form their own style of handing. In our handwriting policy, you will see how children are awarded their pen licences.

Year Group English offer

Below is what we will offer each child in the Year Group, in addition to all that is written above.

Year Six

Throughout the Year, the children will study the following texts in Whole class AM and PM reading. They will also be offered the following enrichment to their English Curriculum.

Year Six Topic: WW2 Local Study		
	AM Whole class Reading book and Writing focus	PM Whole class Reading Texts
Autumn One	- The Emergency Zoo	- Any topic fiction or non-fiction text extracts
Autumn Two	- Good Night Mr Tom	- The Blitz (Horrible Histories) - Any topic fiction or non-fiction text extracts.
Remembrance Week	- Dulce et Docrum Est	- Any topic fiction or non-fiction text extracts
Remembrance Visit	A visit to the Dockyard to explore the lives of soldiers from World War One.	
Topic: Explorers and exploring - Amazon		
Spring One	- Treasure Island	- Any topic fiction or non-fiction text extracts
Author Visit to School	A visit to School from an author during Storytelling week.	
Spring Two	- Twelfth Night	- Any topic fiction or non-fiction text extracts
Shakespeare Visit	A performance in School by a Shakespeare company	
Topic: Heroes and Villains		
Summer One	- Harry Potter and the Philosophers Stone	- Any topic fiction or non-fiction text extracts
Reading Trip	A trip to Harry Potter studios to see how a book can come to life.	
Performance Poetry	- If by Rudyard Kipling	- Any topic fiction or non-fiction text extracts
Summer Two	- Beowulf	- Any topic fiction or non-fiction text extracts

Year Five

Throughout the Year, the children will study the following texts in Whole class AM and PM reading. They will also be offered the following enrichment to their English Curriculum.

Year Five Topic: WW2 Local Study		
	AM Whole class Reading book and Writing focus	PM Whole class Reading Texts
Autumn One	<ul style="list-style-type: none"> - Woeful Second World War (Horrible Histories) - Carrie's War 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Autumn Two	<ul style="list-style-type: none"> - Diary of Anne Frank 	<ul style="list-style-type: none"> - The Blitz (Horrible Histories) - Any topic fiction or non-fiction text extracts.
Remembrance Week	<ul style="list-style-type: none"> - In Flanders Fields 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Remembrance Visit	A visit to the Dockyard to explore the lives of soldiers from World War One.	
Topic: Explorers and exploring - Amazon		
Spring One	<ul style="list-style-type: none"> - Journey to the River Sea - Amazon fact book 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Author Visit to School	A visit to School from an author during Storytelling week.	
Spring Two	<ul style="list-style-type: none"> - Midsummer Night's Dream 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Shakespeare Visit	A performance in School by a Shakespeare company	
Topic: Heroes and Villains		
Summer One	<ul style="list-style-type: none"> - Outlaw by Michael Morpurgo 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Performance Poetry	<ul style="list-style-type: none"> - The Highway Man 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Summer Two	<ul style="list-style-type: none"> - Storm Breaker 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Reading Trip	A trip to Warner Brother Studios to see how a book can come to life.	

Year Four

Throughout the Year, the children will study the following texts in Whole class AM and PM reading. They will also be offered the following enrichment to their English Curriculum.

Year Four Topic: Travel and Trade across the Stone, Bronze and Iron Ages.		
	AM Whole class Reading book and Writing focus	PM Whole class Reading Texts
Autumn One	<ul style="list-style-type: none"> - Savage Stone Age – Terry Deary - The boy with the Bronze Axe 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Autumn Two	<ul style="list-style-type: none"> - Stone, bronze and iron ages – Sonya Newland 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts.
Remembrance Week	<ul style="list-style-type: none"> - Listen by Gillian Clarke 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Remembrance Visit	A visit to a local Army base to look at the stimulus for the poetry about War.	
Topic: Explorers and exploring – Antarctica		
Spring One	<ul style="list-style-type: none"> - Shackleton by Nick Bertozzi 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Spring Two	<ul style="list-style-type: none"> - Richard III 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Shakespeare Visit	A performance in School by a Shakespeare company	
Topic: People who save us.		
Summer One	<ul style="list-style-type: none"> - The Sword in the Stone 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Reading Trip	A trip to Arundel castle to look at how King Arthur would have lived to enhance learning	
Performance Poetry	<ul style="list-style-type: none"> - The Tyger by William Blake 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Summer Two	<ul style="list-style-type: none"> - Tom and The Dark Knight - Usborne official Knight's Handbook 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts

Year Three

Throughout the Year, the children will study the following texts in Whole class AM and PM reading. They will also be offered the following enrichment to their English Curriculum.

Year Three Topic: Travel and Trade across the Stone, Bronze and Iron Ages.		
	AM Whole class Reading book and Writing focus	PM Whole class Reading Texts
Autumn One	<ul style="list-style-type: none"> - Stone Age Boy by S. Kita - Stone, Bronze and Iron Ages – S. Newland 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Autumn Two	<ul style="list-style-type: none"> - Savage Stone Age – T. Deary. 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts.
Remembrance Week	<ul style="list-style-type: none"> - Equality in Afghanistan by Ed Poynter. 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Remembrance Visit	A visit to a local Army base to look at the stimulus for the poetry about War.	
Topic: Explorers and exploring – Antarctica		
Spring One	<ul style="list-style-type: none"> - The Wreck of the Zanzibar by M. Morpurgo 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Spring Two	<ul style="list-style-type: none"> - Macbeth 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Shakespeare Visit	A performance in School by a Shakespeare company	
Topic: People who save us.		
Summer One	<ul style="list-style-type: none"> - The Usbourne Illustrated Tales of King Arthur - Arthur by M. Morpurgo 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Reading Trip	A trip to Arundel castle to look at how King Arthur would have lived to enhance learning	
Performance Poetry	<ul style="list-style-type: none"> - The Owl and the Pussy Cat by E. Lear 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts
Summer Two	<ul style="list-style-type: none"> - The Sword in the Stone – T. H. White 	<ul style="list-style-type: none"> - Any topic fiction or non-fiction text extracts

Year Two

Throughout the Year, the children will study the following texts in Whole class PM reading and RWI. They will also be offered the following enrichment to their English Curriculum.

Year Two Topic: London's Burning		
	AM RWI	PM Whole class Reading Texts
Autumn One	- Children to set according to their reading need.	- The baker's boy and the Great Fire of London by T. Bradman. - Any topic fiction or non-fiction text extracts
Autumn Two	- Children to set according to their reading need.	- The Gunpowder plot by G. Clement - Any topic fiction or non-fiction text extracts.
Remembrance Week	- Poppy by unknown.	- Any topic fiction or non-fiction text extracts
Remembrance Visit	A veteran from the Afghanistan War to come in and speak to the children, alongside children going to the Dockyard to go on a Navy ship.	
Topic: Explorers and exploring– Space		
Spring One	- Alien by M. Morpurgo - Space, black holes and stuff – G. Murphy	- Any topic fiction or non-fiction text extracts
Spring Two	- The Twits by R. Dhal	- Any topic fiction or non-fiction text extracts
R. Dhal Enrichment	A Roald Dhal workshop to bring the book to life.	
Topic: Saving the World - Rainforests		
Summer One	- The Great Kapok Tree – L. Cherry	- Any topic fiction or non-fiction text extracts
Performance Poetry	- In the Ning, Nang, Nong.	- Any topic fiction or non-fiction text extracts
Summer Two	- Stanley saves the Amazon Rainforest – T. Frais - The vanishing rainforest – R. Platt	- Any topic fiction or non-fiction text extracts
Reading Trip	To Marwell Zoo or the living rainforest so that the children can see the animals in real life.	

Year One

Throughout the Year, the children will study the following texts in Whole class PM reading and RWI. They will also be offered the following enrichment to their English Curriculum.

Year One Topic: London's Burning		
	AM RWI	PM Whole class Reading Texts
Autumn One	- Children to set according to their reading need.	- Toby and the Great Fire of London by M. Nash - Any topic fiction or non-fiction text extracts
Autumn Two	- Children to set according to their reading need.	- Pojo and the Gunpowder plot by T. Meers - Any topic fiction or non-fiction text extracts.
Remembrance Week	- Remembrance day by unknown.	- Any topic fiction or non-fiction text extracts
Remembrance Visit	A veteran from the Afghanistan War to come in and speak to the children, alongside children going to the Dockyard to go on a Navy ship.	
Topic: Explorers and exploring – Space		
Spring One	- Children to set according to their reading need.	- Spaceman by D. McKee - Flat Stanley in Space – J. Brown - Theres no place like space! By T. Rabe - Any topic fiction or non-fiction text extracts
Spring Two	- Children to set according to their reading need.	- Any Julia Donaldson - Any topic fiction or non-fiction text extracts
J. Donaldson enrichment	Julia Donaldson workshop.	
Topic: Saving the World - Rainforests		
Summer One	- Children to set according to their reading need.	- Rainforests by J. Green - Rainforest grew all around me – S.Mitchell - Any topic fiction or non-fiction text extracts
Performance Poetry	- Now we are Six – A. A Mille.	- We're roaming in the Rainforest – L Krebs - Slowly slowly said the sloth – E. Carle - Monkey Puzzle – J. Donaldson - Any topic fiction or non-fiction text extracts
Summer Two	- Children to set according to their reading need.	- Any topic fiction or non-fiction text extracts