



Ark Ayrton English Offer

An essential part of our Horizons Curriculum

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. The rest of the foundation subjects stem from our School book spine and drive the organisation of our curriculum.

Assessment of Reading

Tracking children's 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, for example word reading through daily 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), Headstart Reading assessments, NGRT online reading tests (which produce a reading age), Reading Records, PM Benchmarking assessments (for year 1) 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 Three-Six which focuses on the teaching of comprehension. Good comprehension draws from linguistic knowledge (both vocabulary and grammar) and on knowledge of the world. We ensure that vocabulary is taught daily, through identifying tier two and three words.

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 and then practise these skills in a range of different short texts based on different text genres. Years One and Two follow RWI for this period. However, at Christmas, Year Two move to a whole class reading model, unless the children still need RWI.

Whole Class Afternoon Reading

Whole class afternoon reading is taught three times a week 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 Horizons (twice a week) and Science (once a week) 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. The non-fiction text acts as a learning platform, leading into the foundation learning in the afternoon.

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 Horizons 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 delivered by the class TA at some point during the afternoon. This year, we are implementing a reading intervention called, Bookmark, which support key and identified children who are at risk of not meeting age related expectations by the end of the year in Years One – Three to complete a 6 week online intervention to boost their ability.

Home Reading

We want children to develop a love of Reading. Each class based TA 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.



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. 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

We are extremely lucky to have a large, well equipped library, 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!

Dahl's Den

At every possible opportunity, we expose children to reading. Because of this, we created an outside reading den, where children can enjoy books at lunchtimes, without having to come off of the playground into the Library. This facility is well used and children love to read outside.

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 weekly 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!

Handwriting

At Ark Ayrton, we teach children cursive handwriting. Please see our handwriting policy for the progression in joins. In every year group, children have the opportunity to achieve their bronze award, silver award and then finally their gold award in handwriting to receive their pen licence, or pencil licence if they are in EYFS or Year 1.

Spelling

At Ark Ayrton, spellings from the National Curriculum are explicitly taught and shared on a Friday and tested on the following Friday. These weekly spellings are taught and practised daily for 15 minutes through a series of different activities; word searches, sentence dictation, LCWC (Look Cover Write Check), sentence writing with a word bank and unscramble the words. Spelling homework also goes home on a Friday and is due in on a Friday. Spellings are assessed on a weekly and half termly basis.

Year Group Reading Overview

	Autumn 1	Autumn 2
Year One -London's Burning	RWI	RWI
Year Two -On the Ocean Wave (Pirates and the Royal Navy)	RWI	Remembrance poem - Poppy by Unknown
Year Three -Stone Age, Iron Age and Bronze Age	Time Hunters 'Stone Age Rampage' by C. Blake	Remembrance poem - Equality in Afganistan by E. Poynter The Whispering Stones by S. Pirotta
Year Four -Romans	Escape from Rome by C. Lawrence	Remembrance poem - Listen by G. Clarke Romans on the Rampage by J. Strong
Year Five -Tudor England	First Blood: 'Spy Master' by J. Burchett and S. Volgar	Continuing with First Blood: 'Spy Master' by J Burchett and S. Volgar Remembrance poem - In Flanders Fields
Year Six -WW1 and WW2	The Emergency Zoo by M. Halahmy	Goodnight Mister Tom by M. Magorian Remembrance poem - Dulce et Decorum Est

	Spring 1	Spring 2
Year One -People who changed the world (Spr 1) -Dinosaurs and dragons (Spr 2)	RWI	RWI A selection of books by J. Donaldson and J. Kerr
Year Two -Space (Spr 1) -Britain Today (Spr 2)	Flat Stanley – Stanley in Space by J. Brown Jasper Space Dog by H. Robinson	The BFG by R. Dahl
Year Three -The Greeks	Selection Greek Myths	Macbeth by W. Shakespeare Oliver Twist by C. Dickens
Year Four	Viking Boy by T. Bradman	Richard III by W. Shakespeare

-Anglo Saxons and Scots to Vikings		Great Expectations by C. Dickens
Year Five -Victorians	Street Child by B. Doherty	A Midsummer Night's Dream by W. Shakespeare A Tale of Two Cities by C. Dickens
Year Six -Mayans	SATs Revision – test style questions	SATs Revision – test style questions

	Summer 1	Summer 2
Year One -Toys	RWI	RWI Now we are six by A. A. Milne
Year Two -Rainforest	SATs Revision Stanley saves the Rainforest by T. Frais	Jungle Book In the Ning, Nang, Nong by S. Milligan
Year Three -Egyptians	Time Hunters 'Egyptian Curse' by C. Blake	The Time-Travelling Cat and the Egyptian Goddess by J. Jarman The Owl and the Pussy Cat by E. Lear
Year Four -Knights and their Castles	The Sword in the Stone by T.H. White	Tom's Dragon Trouble by T. Bradman The Tyger by W. Blake
Year Five -Heroes and Villains	Harry Potter and the Philosopher's Stone by J K Rowling	Stormbreaker by A. Horowitz The Highway Man by A. Noyes
Year Six -Equality and Diversity	The Boy at the Back of the Classroom by O. Rauf SATs Revision – test style questions	The Fastest Boy by E. Laird If by R. Kipling

Year Group Writing Overview

Autumn Term															
	Autumn 1							Autumn 2							
	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	
	6/9/21	13/9/21	20/9/21	27/9/21	4/10/21	11/10/21	18/10/21	1/11/21	8/11/21	15/11/21	22/11/21	29/11/21	6/12/21	13/12/21	
Year 1	Simple sentence building on traditional tales			Information text				Remembrance Poetry	Narrative – The Three Little Pigs			Recount			
Year 2	Traditional tale			Instructions				Remembrance Poetry	Recount			Narrative based on topic			
Year 3	Narrative			Information text (Guide to the Stone Age)				Remembrance Poetry	Recount - Diary entry (non-fiction)			Informal letter writing			
Year 4	Narrative			Information text				Remembrance Poetry	Recount - Diary entry (fictional)			Informal letter writing			
Year 5	Narrative			Information text				Remembrance Poetry	Biography linked to topic			Formal letter writing			
Year 6	Setting description			Persuasive letter				Remembrance Poetry	Information text			Narrative based on Christmas Carol			

Spring Term														
	Spring 1							Spring 2						
	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 1	WK 2	WK 3	WK 4	WK 5	WK6	
	3/1/22	10/1/22	17/1/22	24/1/22	31/1/22	7/2/22	14/2/22	28/2/22	7/3/22	14/3/22	21/3/22	28/3/22	4/4/22	
Year 1	Information text - Biography			Letter writing - informal				Poetry	Narrative based on dinosaurs or dragons		Instruction writing			
Year 2	Diary entry			Information text - Biography				Poetry	Narrative		Formal letter writing			
Year 3	Narrative			Explanation text				Poetry	Setting description		Narrative			
Year 4	Narrative			Setting description				Poetry	Character description		Information text			
Year 5	Recount - Diary entry link to WCR book			Explanation text				Poetry	Setting description		Narrative			
Year 6	Narrative			Recount – diary entry				Poetry	Narrative		Information text - Biography			

Summer Term													
	Summer 1					Summer 2							
	WK 1	WK 2	WK 3	WK 4	WK 5	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK7	
	25/4/22	2/5/22	9/5/22	16/5/22	23/5/22	6/6/22	13/6/22	20/6/22	27/6/22	4/7/22	11/7/22	18/7/22	
Year 1	Explanation text			Narrative linked to Paddington		Poetry	Information text			Recount – trip based			
Year 2	Setting description			Information text		Poetry	Explanation			Narrative			
Year 3	Narrative			Persuasive writing		Poetry	News report			Instructions			
Year 4	Narrative			Recount – news report		Poetry	Persuasive writing			Instructions			
Year 5	Persuasive writing			Recount – news report		Poetry	Information text			Narrative			
Year 6	Science writing			Redrafting and editing		Poetry	Redrafting and editing						

Reading progression of skills

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Word Reading	<p>Applies phonic knowledge and skills as the route to decode words.</p> <p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Reads accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Reads most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they</p>	<p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, to read aloud new words they meet.</p> <p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, to understand the meaning of new words they meet.</p>	<p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, to read aloud new words they meet.</p> <p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, to understand the meaning of new words they meet.</p>	<p>Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

	<p>Reads some words of more than one syllable that contain taught GPCs.</p> <p>Reads some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-reads these books to build up their fluency and confidence in word reading.</p> <p>Reads words with contractions, e.g. I'm, I'll, we'll, and understands that the apostrophe represents the omitted letter</p>	<p>have been frequently encountered.</p> <p>Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-reads these books to build up their fluency and confidence in word reading.</p> <p>Reads most words containing common suffixes.</p> <p>Reads most common exception words.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Tests out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print.</p>	<p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Tests out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print.</p>		
Comprehension	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Predicting what might happen on the basis of</p>	<p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read discussing the sequence of events in books and how items of information are related becoming increasingly familiar with a wider</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Continuing to read an increasing range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths,</p>	<p>Continuing to read an increasing range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading age-appropriate books with confidence and fluency (including whole novels).</p> <p>Increasing their familiarity with a wide range of books,</p>

	<p>what has been read so far. Participating in discussion about what is read to them, taking turns and listening to what others say. Explaining clearly their understanding of what is read to them.</p>	<p>range of stories, fairy stories and traditional tales; so they are able to retell them being introduced to non-fiction books that are structured in different ways answering questions predicting what might happen on the basis of what has been read so far participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Exercising choice in selecting books making use of any available library services. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than</p>	<p>Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (e.g. free verse, narrative poetry). Identifying themes and conventions in a wide range of books, e.g. the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>	<p>legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>	<p>including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Read aloud with intonation that shows understanding. Working out the meaning of words from the context. Asking questions to improve their understanding of a text. Explaining and discussing their understanding of what they have read, drawing inferences and justifying these with evidence. Predicting what might happen from details stated and implied. Summarising main ideas, identifying key details and using</p>
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			<p>one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieving and recording information from non-fiction.</p> <p>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieving and recording information from non-fiction.</p> <p>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieving, recording and presenting information from non-fiction.</p> <p>Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Explaining and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on</p>	<p>quotations for illustration.</p> <p>Making comparisons within and across books.</p> <p>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieving, recording and presenting information from non-fiction.</p> <p>Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Explaining and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Providing reasoned justifications for their views.</p>
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