



VISION AND INTENT

At Bentley Heath we are committed to ensuring that every pupil will learn to read regardless of their background, needs or abilities. We want children to develop a genuine love of books and thirst for literature, through a progressive and challenging curriculum built on a foundation of diverse and carefully selected texts. We believe our pupils deserve a curriculum which mirrors their own experience back to them (*Style. E, 1988*), and as such have developed our own 'canon' of texts that all pupils will read during their time at Bentley Heath.

It is our intention that Bentley Heath is a school which is built on books, because we place reading at the heart of everything. When children make good progress in Reading they also find success in other individual subject disciplines; fluent readers learn more because they can read and gain knowledge for themselves. Reading at Bentley Heath will also educate the whole child emotionally, culturally, socially and spiritually.

To ensure that our children become fluent readers as swiftly as possible our approach is multi-faceted.

Systematic Synthetic Phonics – Read, Write, Inc. is taught from the start of Reception

Decodable Reading Books – children in Reception and Year 1 receive one fully decodable book each week

Quality first Reading into Writing Teaching – Daily English lessons are taught through a high quality key text and are based upon a 'reading into writing' approach

Key texts – are used to drive our English teaching, with supplementary texts to support

Reading for Pleasure – teachers read to their pupils, selecting appropriately challenging texts from our robustly developed core reading spine

Drop Everything and Read (DEAR) – this is dedicated time each week where every child and teacher reads.

Bug Club – provides children with a wealth of texts to access online to develop fluency and comprehension

Library – children visit our school library regularly as part of their English lessons

Targeted Intervention – teachers and teaching assistants provide extra practice throughout the day for the children who make the slowest progress – lowest 15%.

Early Reading and Phonics

Our early reading incorporates developing rhyme and alliteration awareness and an understanding and enjoyment of stories, information texts and poetry. Daily, paced systematic synthetic phonics is the primary approach for teaching reading. We follow the Read Write Inc. (RWI) phonics scheme to teach reading, and all our teachers have been trained in this. This provides a progressive teaching structure and routine with opportunities to practise core reading skills and help children who may need additional support. Children read texts that are matched closely to their current phonic knowledge and decoding ability. Through direct teaching sessions our Reception and Year 1 classes are introduced to specific groups of grapheme-phoneme correspondences and are taught to blend the sounds to read words from an early stage. We progress to more complex phonics knowledge and cover all the major grapheme-phoneme correspondences by the end of Year 1. Children are also gradually taught to read some of the most common exception words. These words are sometimes referred to as 'tricky' words and children are taught to identify the part of the word that is 'tricky' alongside their phonic knowledge.

The Five Plagues of Reading

Text selection is crucial in order to build up children's knowledge – we know that *what* pupils read shapes *how* and *how* well they learn to read. Therefore, our key texts have been influenced by Doug Lemov's 5 Plagues of Reading: The idea is that in each year, a child will cover all 5 plagues of reading so that they are able to access the more complex books expected of them in secondary schools.

Archaic Text – Texts over 50-100 years old are vastly different and typically more complex than texts written today, introducing a degree of archaic diction and syntax.

Non-linear Time Sequence - Stories where time flows back and forth in a complex manner not just flows in one direction.

Narratively Complex – These are sometimes narrated by an unreliable narrator with a biased viewpoint, have multiple narrators, or have non-human narrators to provide a contrasting viewpoint. Some of these books have multiple, intertwined and seemingly unrelated plot lines.

Figurative / Symbolic – These texts provide a critical form of text complexity to allow children to experience and develop a deeper understanding beyond the obvious

Resistant Texts – This refers to texts which are difficult to understand, texts that deliberately resist comprehension. The reader needs to assemble meaning around nuances, hints, uncertainties and clues.

Developing a Love of Reading

Reading for Pleasure - Reading for Pleasure is nurtured in the Early Years at Bentley Heath, where we have developed a core offer of stories and nursery rhymes that are read to children regularly so that they become well-known and well-loved. As children progress through school, a core reading spine has been developed so that teachers are supported in selecting appropriate texts to read aloud to their class. These will engage and challenge pupils, allowing them to access a text well beyond what they can read independently, exposing them to a wide range of vocabulary, and developing a life-long love of reading.

Drop Everything and Read (DEAR) – We know that an important factor in developing a love of reading is choice (Clark and PhythianSence, 2008). We aim to give our pupils choice through prioritising regular DEAR sessions, which take place from Year 2 to Year 6, giving pupils an opportunity to immerse themselves in a book they have selected from home, from their book corner, or from our well-stocked school library. Teachers model good reading habits, joining in with these sessions.

Vocabulary

Our school appreciates that children need a word wealth of approximately 50,000 words in order to thrive, and that for young children, most new words are read rather than heard. Our staff are aware of the three-tier vocabulary model. In Tier 2 children are taught sophisticated words frequently encountered in written rather than everyday oral language. These words are the focus of our direct instruction. Rich knowledge of second tier words has a powerful impact on our pupils' verbal development. Tier 3 words are taught through the wider curriculum, focusing on the technical aspects of a subject.

Reading Comprehension

We are developing detailed schemes of work which support teachers in delivering high quality English lessons, which develop pupils' reading fluency and comprehension, supporting the teaching of reading into writing.

Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension. When used successfully, such strategies can improve pupils' understanding of written texts and ability to infer meaning from context (EEF, 2021)

At Bentley Heath, we use 'VIPERS' in order to explicitly teach reading comprehension skills to our pupils.

- **Vocabulary**
- **Infer**
- **Predict**
- **Explain**
- **Retrieve**
- **Summarise**

Reading into Writing

Our long term scheme of work for English outlines the key texts and related reading and writing outcomes to be taught in each year group. We plan using a 'reading into writing' approach, where pupils **immerse, analyse, plan and write**. We know that it is important that children are given a reason to write (EEF, 2021), and we teach these purposes of writing progressively, building year on year.

- **Writing to entertain**
- **Writing to inform**
- **Writing to persuade (KS2)**
- **Writing to discuss (UKS2)**