



Manor Drive Primary Academy

Reading Curriculum Overview

Fundamental Principals

- Our Reading Curriculum is a research informed approach
- Phonics is essential (and is the root of all spelling)
- Reading fluency requires explicit practice
- Reading 'Mileage' e.g. lots of time spend reading lots of text is needed for all aspects of reading
- Children learn to comprehend as texts progress *not* through questions once a text is finished
- Vocabulary instruction requires teaching of high-value words, morphology and etymology

Phonics

Reception and Year 1

Phonics Overview

Children in Reception and Year 1 learn reading through a systematic approach to phonics.

We recognise that phonics is the root of all reading and spelling and as such we will dedicate daily sessions in Reception and Year 1 to the core skills of blending, segmenting and phoneme manipulation until pupils achieve automaticity in these skills.

We use the Sounds-Write Phonics programme which is a DfE approved, well-researched and clearly structured programme with proven results across a range of schools.

Reading Texts

Once children have achieved automaticity in reading a group of sounds, the children are exposed to fully decodable texts which use only these familiar sounds. They read chorally and individually from these texts in these reading sessions after careful modelling from the teacher. The aim of this is to develop reading fluency with the sounds that have been learnt.

Reading Pedagogy Years 2 to 6

Three different types of reading lesson

These are taught from Year 2

Extended read Fluency read Close read

Extended read

- Most of session spent reading a longer text
- Children takes turns reading (or read silently in short, predetermined bursts once majority of class is fluent)
- Brief introduction to vocabulary as teacher reads
- Questions and discussion throughout, mainly to establish meaning
- $\frac{2}{3}$ reading, $\frac{1}{3}$ discussion

Fluency read

- Short extract read aloud to children by teacher
- Children read the same extract aloud to a partner, switch roles and then repeat 3-4 times
- Repeat
- Text chosen so that oral reading is a challenge even after modelling
- ‘Performance’ of text for accountability
- Brief introduction to vocabulary at start
- Questions and discussion at end to establish meaning

Close read

- Short/moderate length text read by children, step-by-step
- Questions and discussion throughout session
- Meaning established and analysed
- $\frac{1}{3}$ reading, $\frac{2}{3}$ discussion

Extended read Fluency read Close read

Children are exposed to different proportions of each type of reading session as they progress through school.

Curriculum Overview

Years 2 to 6

Overview of Weekly Reading Sessions

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 2	fluency	extended	fluency	extended	fluency
Year 3	fluency	extended	fluency	extended	close
Year 4	fluency	extended	fluency	extended	close
Year 5	extended	close	fluency	extended	close
Year 6	extended	close	extended	close	extended