

## Readers for Life Curriculum Policy

The Readers for Life curriculum is a bespoke curriculum model that was written for the Raedwald Trust to promote oracy and develop vocabulary, fluency and comprehension.

A key aspect of the curriculum model is for it to be agile so that books are selected based on issues/ideas that will engage readers and support their areas of interest. The Readers for Life Reading programme is a curriculum which supports excellent progress and ensures a diverse and aspirational diet of reading experiences. The curriculum is built around a literature spine centred around diversity, that is relevant to the pupils to support their understanding of the world around them, developing social and emotional literacy whilst building cultural capital, acting as both a mirror and a window to themselves and others that they might not otherwise experience. There are a range of texts that will provoke feelings, thought, discussion, debate and questions.

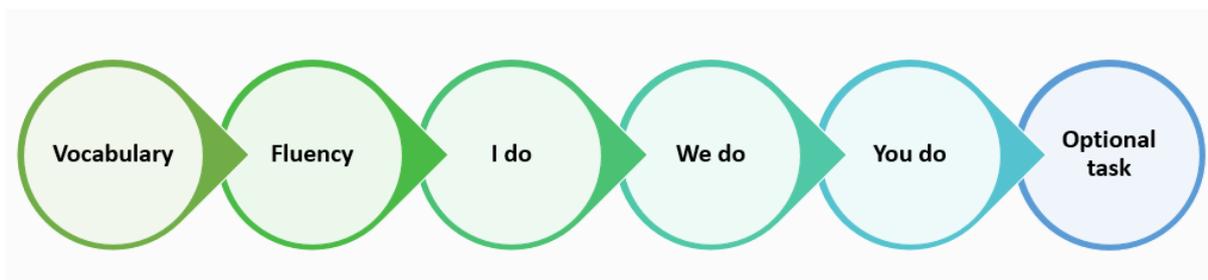
For each key stage there is a literature spine that leaders are able to use to support pitch and appropriateness of text. Each literature spine is organised by Key Stage and thematically (see below) which allows RT staff to select books and explore relevant issues to individual or groups of pupils/students.

Research and evidence shows that fluency can be a significant barrier to pupils/students future opportunities, the HfL research was pivotal in informing the design of this curriculum as well as cognitive science, such as Rosenshine's explicit instruction and Fiorella and Mayer's work on task design so that there is plenty of opportunities for pupils/students to revisit so that pupils/students become familiar with the routines and oracy tasks built within the curriculum. Within planning, scaffolding and challenge opportunities are identified to support the delivery of lessons.

The fundamental areas in the Readers for Life curriculum are;

- Explicit vocabulary instruction
- Fluency to develop prosody
- Comprehension

The structure of a lesson is as follows:



## Thematic literature Spine (KS2 – KS4)

	Block 1 (2 wks)	Block 2 (2 wks)	Block 3 (2 wks)	Block 4 (2 wks)	Block 5 (2 wks)	Block 6 (2 wks)	Block 7 (2 wks)	Block 8 (2 wks)	Block 9, 10, 11 (6 wks)	Block 12, 13, 14 (6 wks)	Block 15, 16 (4 wks)
KS2	<b>Rise Up Ananda</b> (Anthology of biographical narratives) <i>Extraordinary stories</i>	<b>The Lost Thing</b> Shaun Tan (Picture book) <i>Humour</i> <b>Additional study - poems: Emotional Menagerie</b>	<b>Greek Myths</b> Marcia Williams (Cartoon style narratives) <i>Essential cultural capital</i>	<b>The Wolves of Currumpaw</b> William Grill (Picture book) <i>Beautiful and captivating</i>	<b>Climate rebels</b> Ben Lerwill (Anthology of biographies) <i>Environmental responsibility</i>	<b>The great foodbank heist</b> Onjali Q. Rauf <i>Poverty, use of food banks</i>	<b>The Journey</b> Francesca Sanna (Picture book) <i>Refugees and loss</i> <b>Additional study - poems: Emotional Menagerie</b>	<b>Break the Mould</b> Sinead Burke (Guide to life) <i>Inclusion and difference</i>	<b>The boy who met a whale</b> Nizrana Farook <i>Environmental responsibility, inclusion, gentle thriller</i>	<b>Girl Savage</b> Katherine Rundell <i>Living on the edge of society, conforming</i> <b>Additional study - poems: Emotional Menagerie</b>	<b>A Kind of Spark</b> Elle McNicoll <i>Autistic perspective, Manningtree witches story</i>
KS3	<b>Dranges in No Man's Land</b> Elizabeth Laird (Short narrative) <i>Modern conflict</i>	<b>Can you see me?</b> Libby Scott (Narrative - first person) <i>Autistic perspective</i>	<b>Earth Heroes</b> Lily Dyu (Anthology of biographies) <i>Environmental responsibility</i>	<b>Young, Gifted and Black</b> Jamia Wilson (Anthology of biographies) <i>Race and inclusion</i>	<b>The Boy Who Made Everyone Laugh</b> Helen Rutter <i>Inclusion and acceptance, aspiration</i>	<b>Make More Noise</b> Various (Anthology of narratives) <i>Suffragettes, female voice</i>	<b>Stories of WW1</b> Various (Anthology of narratives) <i>Historical conflict</i>	<b>Rhythm and Poetry</b> Karl Nova (Poetry collection) <i>The thinking behind poems</i>	<b>The Windrush Child</b> Benjamin Zephaniah <i>Inclusion, social issues, historical issues</i>	<b>The Light Jar</b> Lisa Thomson <i>Joyful narrative - friendship, trust</i>	<b>Goldfish boy</b> Lisa Thomson <i>ABD, SEMH, bullying, bereavement</i>
KS4	<b>Silence is not an option</b> Stuart Lawrence (Guide to life) <i>Inspiration, hate crime, racism</i>	<b>Hurricane Child Kacen Callender</b> <i>LGBT+, abandonment, natural disaster</i>	<b>The List of things that will not change</b> (Narrative) <i>LGBT+, divorce, change, families, relationships</i>	<b>Quest Stories of journeys from around Europe</b> (Anthology of narratives) <i>Broadening horizons</i>	<b>What is Race?</b> Claire Heuchan & Nikesh Shukla (Non-fiction) <i>Factual perspective about race and racism</i>	<b>Gold from the Stone</b> Lern Sissay (Poetry collection) <i>Powerful poetry</i>	<b>A Change is Gonna Come</b> Various (Anthology of narratives) <i>New voices, black representation</i>	<b>Once Upon a Time</b> Gretchen <i>Historical conflict, persecution, Holocaust</i>	<b>Where the River Runs Cold</b> Sita Brahmachari <i>Climate change, environmental responsibility, bereavement</i>	<b>Things the Eye Cannot See</b> Penny Joelson <i>Blind female protagonist, mystery, organised crime, gentle thriller</i>	<b>When the Sky Falls</b> Philip Earle <i>Historical narrative - evacuees, dystopia, bullying, animals</i>

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Formative assessment will be completed on an ongoing basis to inform practice and to identify any further fluency and comprehension difficulties that may otherwise have not been identified via the RT induction.