

Next Steps Pathway Curriculum can be used, where required, to support School Commissioned offers within mainstream.

The Readers for Life Reading programme is a bespoke Reading curriculum which supports excellent progress and ensures a diverse and aspirational diet of reading experiences. The curriculum is built around a KS1 Literature Spine centred around diversity, what is relevant to the pupils to support their understanding of the world around them, developing social and emotional literacy and beginning to build their cultural capital. It is a range of texts that will provoke feelings, thought, discussion, debate and questions. Built around some of the core texts are high-quality non-fiction extracts to offer further breadth and opportunities to build disciplinary literacy. The programme includes a series of modular Reading units which can be built together as a full offer to match the pathway that pupils are on. The content and pedagogy are built on a strong evidence basis. All lessons follow the same structure and include a focus on vocabulary and a reading fluency activity. There is also clear scaffolding to support struggling readers.

Curriculum documents and assessment data will be shared with mainstream settings to enable them to fully understand which objectives have been taught during the First Base placement and consequently those they remain responsible for delivering.

Next Steps pupil's reading lessons are timetabled four times a week. In addition, every day that children attend First Base they will read 1:1 with an adult to develop reading fluency, pace and stamina. Books read 1:1 are matched to children's phonic ability and sounds they are learning that week. Children then take the same text home to reread, to increase fluency and stamina. It is the expectation that parents read daily at home with their child and sign their reading diary.

Teachers will assess learning objectives taught through a RAG rating system which will measure progress overtime. Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a holistic judgement to report on statutory Reading attainment. Gaps in learning and misconceptions are addressed rapidly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support pupil's individual needs, according to their starting point. First Base Ipswich work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

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Reviewed by: Stacey Laws