

Raedwald Academy Trust - Readers for Life Curriculum

Introduction

Our Key Stage 3 English programme of study for the NSM Pathway has its origins in the National Curriculum. It reflects our commitment to providing those students temporarily placed within our Alternative Provision with sufficient opportunity to access a curriculum to support and complement that experienced by their peers in mainstream education. Elucency in the English language is an essential foundation for success in all subjects and as such is prioritised in our curriculum

We know:

- Over 1 in 4 pupils moved to secondary school having not met the expected standard of the test. This carries implications for their learning both in English and more widely across the secondary curriculum
- Pupils from disadvantaged backgrounds nationally achieve less well than their peers.
- Knowledge of language underpins progression and therefore the aim of improving reading comprehension becomes possible partly through acquiring and deepening vocabulary.
- Taking into consideration the nature of our provision this is exceptionally important to avoid the "Matthew effect" (word gap).

At Key stage 3 reading:

- Language is an indicator of wellbeing
- Provides pupils with access to the curriculum
- Engages them with the wider world
- Promotes aspirations and beliefs for every young person
- Empowers peers and adults

The Readers for Life Reading programme is a bespoke, daily reading curriculum (x 30 minutes) which supports excellent progress and ensures a diverse and aspirational diet of reading experiences. The curriculum is built around a KS3 - KS4 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. has been mapped out against key themes and areas. These include:

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- Inspirational figures; Celebrating diversity; Environmental responsibility; Historical issues; Joyful literary experience; Poetry; Female representation; Current Issues
- These books have been chosen to be both a window and a mirror. Looking out and building contextual knowledge to promote engagement in/of the wider world. As a mirror, seeing themselves reflected in some of texts

Through our reading curriculum we intend to promote a love of reading by encouraging a passion for reading, writing and speaking. We aim to broaden students' minds; to enable them to fulfil their right to become culturally, emotionally, socially and spiritually intelligent members of society.

A thematic map of key issues addressed in the literature spine

| | 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 | Rise Up Ananda (Anthology of biographical narratives) Extraordinary stories | The Last Thing Shaun Tan (Picture book) Humour Additional study - poems: Emotional Managers | Greek Myths Marcia Williams (Cartoon style narratives) Essential cultural capital | The Wolves of Constance William Grill (Picture book) Beautiful and captivating | Climate rebels Ben Lerwill (Anthology of biographies) Environmental responsibility | The great Goodbank Heist Orjali Q Rauf Poverty, use of food banks | The Journey Francesca Sanna (Picture book) Refugees and loss Additional study - poems: Emotional Managers | Break the Mould Sinead Burke (Guide to life) Inclusion and difference | The boy who met a whale Nizrana Farook Environmental responsibility, inclusion, gentle thriller | Girl Swans Rundell Living on the edge of society, conforming Additional study - poems: Emotional Managers | A Kind of Spark Ella McNicol Autistic perspective, Manningtree witches story |
| KS3 | Oranges in the Man's Land Elizabeth Land (Short narrative) Modern conflict | Can you see me? Libby Scott (Narrative - first person) Autistic perspective | Earth Heroes Lily Dyu (Anthology of biographies) Environmental responsibility | Young, Gifted and Black Jamia Wilson (Anthology of biographies) Race and inclusion | The Boy Who Made Everyone Laugh Helen Rutter Inclusion and acceptance, aspiration | Make Noise Various (Anthology of narratives) Suffragettes, female voice | Stories of WW1 Various (Anthology of narratives) Historical conflict | Rhythm and Poetry Karl Nova (Poetry collection) The thinking behind poems | The Windrush Child Benjamin Zephaniah Inclusion, social issues, historical issues | The Light Jar Lisa Thomson Joyful narrative - friendship, trust | Soldier boy Lisa Thomson WW1, social issues, historical issues |
| KS4 | Silence is not an option Stuart Lawrence (Guide to life) Inspiration, hate crime, racism | Hurricane Child Kacen Callender LGBT+, abandonment, natural disaster | The List of Things That Will Not Change (Narrative) LGBT+, divorce, change, families, relationships | Quest: Stories of journeys from around Europe (Anthology of narratives) Broadening horizons | What is Race? Claire Heuchan & Nikesh Shukla (Non-fiction) Factual perspective about race and racism | Gold from the Bones Lemni Sissay (Poetry collection) Powerful poetry | A Change is Gonna Come Various (Anthology of narratives) New voices, black representation | Once Upon a Time Historical conflict, persecution, Holocaust | Where the River Runs Deep Sita Brahmachari Climate change, environmental responsibility, bereavement | Things the Eye Cannot See Penny Joelson Blind female protagonist , mystery, organised crime, gentle thriller | When the Sky Falls Philip Earle Historical narrative - evacuees, animals, bullying |
| Key: Inspirational figures; Celebrating diversity; Environmental responsibility; Historical issues; Joyful literary experience; Poetry; Female representation; Current Issues Seminal British authors and heritage literature from anthologies | | | | | | | | | | | |

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.

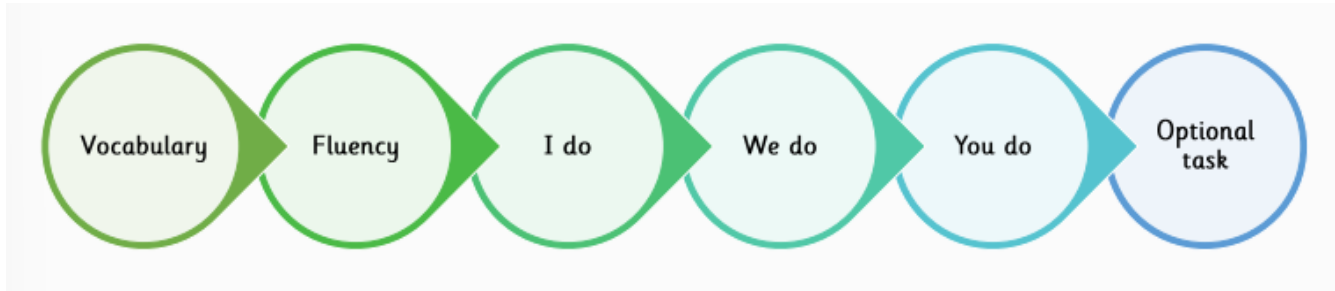
Pupils will understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners. Through discussion and debate, speaking and listening objectives are specifically targeted:

- To speak confidently and effectively, including through:**
 - ✓ using Standard English confidently in a range of formal and informal contexts, including classroom discussion

Content and sequencing

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A thematic and concentric approach is used. Due to rolling pupil enrolment, the concentric nature of study ensures that all students have an opportunity to access the knowledge and skills necessary to be successful readers no matter what their point of entry. All lessons follow the same structure and include a focus on vocabulary and a reading fluency activity.



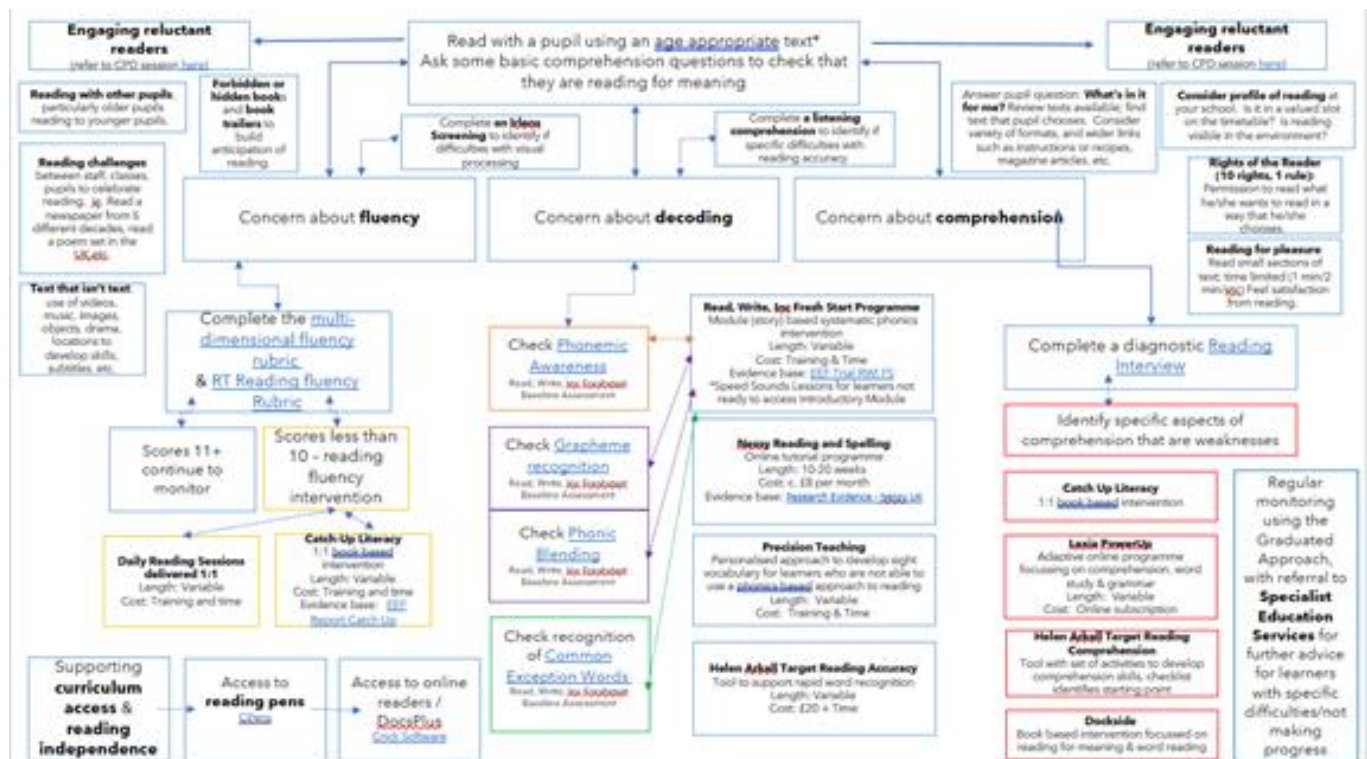
We explicitly teach reading skills through a clear structure and sequence to learning that focuses on vocabulary, fluency and comprehension strategies.

- Each lesson starts with a dive into vocabulary, either one or two words that support pupils to understand the lesson.
- This is followed by reading, a range of strategies are used here such, as; reading out loud, paired reading, expert reading etc
- We then model explicit reading retrieval or inference skills, followed by scaffolded opportunities to practice and review their progress in each lesson.
- Each lesson is then reviewed by the pupil and staff in terms of the level of confidence against again the know and do (learning objectives)

Our explicit direct instruction (EDI) framework is based on evidence-based research such as Dylan Williams and Rosenhine, which can be seen in this structure. Careful consideration has been given to the sequence of learning and lessons. We have clear structure to supporting pupils struggling readers. with fluency, decoding and comprehension.

SEND – supporting struggling readers

- Scaffolding opportunities for every lesson
- Decoding support will be in addition to their daily reading lesson
- Careful consideration has been given to reduce cognitive load
- Revisit and repetition build confidence and familiarity



Assessment and outcomes

On induction we work closely with mainstream settings to identify starting points and any specific strengths or difficulties. We additionally assess a child's reading; through reading ages and baselines assessments, such as a fluency check and reading assessment, which identifies any gaps in knowledge or skills.

Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. Pupils who may require extra support are identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

- Red – accessed but not secure
- Yellow – working towards
- Green – secure

Due to the spiral curriculum model of the reading curriculum, we can understand their knowledge of language, their ability to use and demonstrate the processes used for understanding such as decoding, retrieval, inference and therefore comprehension and their ability to understand and engage with this text and wider texts in their sessions and support them to make progress over time.

Reading and the wider curriculum

Students are supported, encouraged and shown that they can - and are expected to - succeed. Ideas about fairness and equality will be discussed through many of the texts, inspiring students to think about their own rights, responsibilities and values as members of society.

The overarching vision for reading across the trust at Key Stage 3 is to promote high standards of language and literacy by equipping pupils with effective reading skills to assist in all aspects of their lives, including further education, training and employment. We also intend students to finish Key Stage 3 with a strong command of the spoken and written language, so they become effective communicators in the wider world.

We promote a culture of reading across our school and in our community through:

- Reading celebration days
- Trip and visits to books shops and libraries
- Careers focus on jobs in publishing; literature; journalism
- Pupils have access to a wide variety of texts
- Pupils can select books to borrow
- Vocabulary focus

Key Stage 3



Key Stage 3 Reading Policy

Through the Readers for Life curriculum, pupils will understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners. Through discussion and debate, **speaking and listening objectives** are specifically targeted:

- **To speak confidently and effectively, including through:**
 - ✓ using Standard English confidently in a range of formal and informal contexts, including classroom discussion