

KS4 NSM 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

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

The structure of a lesson is as follows:



Thematic literature spine (KS1)

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)
<p>The Colour Monster Anna Llenas</p> <p>Worrysaurus Rachel Bright</p> <p>Emotional literacy</p>	<p>Nursery Rhymes</p> <p>Classic Fairy Tales Rumpelstiltskin The Gingerbread Man Mara Alperin</p> <p>Heritage and poetry</p>	<p>Never Tickle a Tiger Pamela Butchard</p> <p>A Friend for Henry Jenn Bailey</p> <p>Friendship, Autism and ADHD</p>	<p>The Rapping Princess Hannah Lee</p> <p>Sleeping Beauty Josephine Collins</p> <p>Race, finding your own voice, fun rhyming narrative</p>	<p>The Dark Lemony Snicket</p> <p>The Flower John Light</p> <p>Overcoming fears</p>	<p>Tadpole's Promise Jeanne Willis</p> <p>The Amazing Plant Life Cycle Story Kay Barnham</p> <p>Science curriculum links</p>	<p>Lost and found Oliver Jeffers</p> <p>Kindness is my Superpower Alicia Ortego</p> <p>Friendship / kindness</p>	<p>The Koala Who Could Rachel Bright</p> <p>The Squirrels Who Squabbled Rachel Bright</p> <p>Growth mindset/ getting on</p>
			NF text - biography		NF Text - annotated diagram		

Key: Inspirational figures; Celebrating diversity; Environmental responsibility; Historical issues; Joyful literary experience; Cultural capital and poetry; Female representation; Current issues and SEMH

Block 9 (2 wks)	Block 10 (2 wks)	Block 11 (2 wks)	Block 12 (2 wks)	Block 13 (2 wks)	Block 14 (2 wks)	Block 15, 16 (4 wks)
<p>Meet the Oceans Caryl Hart</p> <p>Tiddler Julia Donaldson</p> <p>Environmental responsibility</p>	<p>Clean Up Nathan Bryon</p> <p>Someone Swallowed Stanley Sarah Roberts</p> <p>Environmental responsibility</p>	<p>When the Cucumber lost his Cool</p> <p>When Jelly had a Wobble Michelle Robinson & Tom Knight</p> <p>Emotions</p>	<p>George and the Dragon Chris Wormell</p> <p>Marie Curie: Little People Big Dreams</p> <p>Legends</p>	<p>Tango Makes Three Justin Robertson Peter Parnell</p> <p>The Ugly Duckling Mara Alperin</p> <p>LGBT+ & families</p>	<p>Coming to England Floella Benjamin</p> <p>Stone Age Boy</p> <p>History and current issues</p>	<p>Ironman Ted Hughes</p> <p>The Elves and the Shoemaker Mara Alperin</p> <p>Seminal text</p>
NF Text - article			NF text - letter	NF text	NF text - diary	NF - curriculum link

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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	Five UK Ancestors (Anthology of biographical narratives) Extraordinary stories	Shuan Tam (Picture book) Humour Additional study - poems: London Magazine	Book Myths Marcia Williams (Cartoon style narratives) Essential cultural capital	The Princess of Enniscorthy William Greif (Picture book) Beautiful and captivating	Clare's Ark Ben Lerner (Anthology of biographies) Environmental responsibility	The Great British Bake Off Ornet Q Rauf Poverty, use of food banks	The Refugee Francesca Sanna (Picture book) Refugees and loss Additional study - poems: London Magazine	Break the Silence Sinead Burke (Guide to life) Inclusion and difference	The Boy Who Met a Whale Nirvana Farook Environmental responsibility, inclusion, gentle thriller	Get Behind Me Sundell Living on the edge of society, conforming Additional study - poems: London Magazine	A Kind of Spark Ellie McNicol Autistic perspective, Marnightwe witches story
KS3	Elizabeth Land Elizabeth Land (Short narrative) Modern conflict	Call your name Libby Scott (Narrative - first person) Autistic perspective	Earth Heroes Lily Dyu (Anthology of biographies) Environmental responsibility	Young, Black and Black Jamia Wilson (Anthology of biographies) Race and inclusion	Not Invisible Helen Rutter Inclusion and acceptance, aspiration	Make Your Mark Various (Anthology of narratives) Suffragettes, female voice	Stories of WWI Various (Anthology of narratives) Historical conflict	Stephen and Peter Karl Nova (Poetry collection) The thinking behind poems	The Windy Child Benjamin Zephaniah Inclusion, social issues, historical issues	How to be a Friend Joyful narrative - friendship, trust	My Boy Lily Thornton Poetry
KS4	Silence Stuart Lawrence (Guide to life) Inspiration, hate crime, racism	Narrative Callender Callender LGBT+, abandonment, natural disaster	The Girl Who Sailed the Sea 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	What Time the Time Lemni Sissay (Poetry collection) Powerful poetry	A Change in the Game Various (Anthology of narratives) New voices, black representation	Over the Mountains Historical conflict, persecution, Holocaust	Where the River Flows Sita Brahmachari Climate change, environmental responsibility, benevolence	Change the Game Penny Joelson Mystery, organised crime, gentle thriller	When the Sky Falls Philip Larkin Historical narrative - erasues, bullying, animals

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Assessment

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.