



# BPS READING CURRICULUM AT A GLANCE



## READING FLUENCY

Following the FFT: Success for All scheme KS1 pupils read the same text 5 x per week in school as part of group guided reading session, where sessions are made up of choral reading, echo reading and modelling of reading strategies as well as high quality book talk and questioning.

We have a clear structure for 1:1 reading for pupils who follow the FFT scheme and this focuses on ensuring that pupils revisit the same text at least 3 times ensuring that pupils are able to read the text at a pace that allows them focus on understanding what they read – not just ‘barking at print’.

Children in KS2 are regularly monitored to check reading attainment and challenge, and are then able to move through colour-banded books which are aligned to age related skill and themes. All pupils are also encouraged to revisit previous book bands, reading texts that appeal to their individual tastes and interests too.

## SCOPE AND BREADTH

Class texts are, first and foremost, chosen to ensure that they reflect the appropriate challenge of content, themes and vocabulary and not as a vehicle to teach another subject, however where real links have been able to have been made, this enhances pupils curriculum knowledge and vocabulary. The use of VIPERS in upper KS1 and KS2 further leads pupils to acquire disciplinary concepts in reading.

Pupils are exposed to high quality decodable texts as part of the FFT SfA phonics programme with daily guided reading sessions implemented. All sessions focus on ‘book talk’ to support the comprehension of ambitious language and themes. Two sessions in the week look specifically at what the children know in terms of VIPERS.

Reading for pleasure is encouraged throughout school, and new books are added to library each half-term.

## READING FOR PLEASURE

In Y5/6 reading is taught through a ‘book study’ of a high quality text which aspires for pupils to become habitual readers by teaching pupils the skills of getting to grips with the characters and settings and revisiting these aspects throughout the journey of the text. As a bridge between KS1 and UKS2, Y3/4 pupils use extracts. Pupils are actively encouraged to recommend texts to their peers through whole class reading recommendations and books are purchased for the pupils who have found new, recommended texts for the library. New books are purchased for the school and via the school’s AMAZON wish list by parents and these are slowly added to the library, where pupils are encouraged to sign up/join a waiting list for the book to become available.

## CPD

- 25.1.22 – GAPs Phonics Training (VT/ED)
- 31.8.22/7.9.22 – Phonics Training (Phonics Shed)
- 4.10.22: Curriculum progression and assessment in EYFS NCC (R.B)
- 11.10.22 – DIY Early Reading Deep Dive (ED)
- 10.11.22 – KS1 Moderation Workshop (ED)
- 29.11.22 – Reading Lady: Early Reading Deep Dive Training (ED)
- 7.3.23 – KS1 Moderation Workshop (ED/KP)
- 9.3.23: Curriculum design in small schools and mixed age classes. (PP/NS)
- 17.4.23 – FFT Phonics Training (All staff who deliver the scheme)
- 20.6.23: What subject leaders know and do - East Mids. Education Support Service (ED/KP/EH)
- 7.7.23: Ambitious curriculum for SEND - NCC (PP/RB)
- 14.9.23: Subject leader action planning twilight. (ALL)
- 5.10.23: Subject leader deep dive/QA time twilight.
- 18.10.23: Closing the reading gap
- 9.11.23: Phil Abbott – What subject leaders need to know - INSET training. (ALL)
- 15.11.23 – Monitoring and evaluating the schools approach to reading
- 23.11.23: Subject leader Deep Dive/QA time twilight. (ALL)
- 11.3.2024: Staff meeting: FFT and RAP (TEACHERS + VT)
- 25.4.2024: FFT: Introduction to Lightning Squad (ED/SM/SW/AS)
- 22.5.2024: FFT SfA Phonics Lead Network Meeting. (ED)

## PROGRESSION IN READING

Following the FFT: Success for All scheme pupils’ progress from blending individual sounds to decoding and recognition of unfamiliar words. As the curriculum extends through school, the range of books, which they are exposed to/read become more complex and offer a broad range of age-appropriate themes, content and vocabulary.

Books are aligned to the age of pupils through the colour bands – for those pupils who have completed the FFT programme of study – this also ensures that pupils are able to access texts as the majority of vocabulary should be known to them. The curriculum develops to ensure that pupils are able to draw upon knowledge that they acquire through studying a broad range of subjects and from being exposed to a range of texts linked to these subjects, enhanced by non-fiction books from the Education Library Service, First News and The Week magazine as well as topic related books from the school’s reading spine.

## PROGRESSION IN PHONICS

FFT SfA phonics was first introduced in April 2023. It was noted on a QA that phonics in KS1 was strong. This is even more so now. The six children in Y1 are expected to pass first time in the Phonics Screen 2024 and the two of the four Y2 resits as a minimum.

The programme ensure that all sessions look the same to ensure predictability and uniformity in learning. The pupils in FS2 begin the programme in early September and the Y1 children will complete the full programme by the end of July. This ensures a mastery approach and children can then quickly progress to Ed Shed’s SPaG programme. This ensures that the children consolidate and build upon previous phonics learning.

Pupils involved in interventions follow the FFT SfA programme, having completed a GAPs analysis before moving to FFT’s Lightning Squad.

## PUPIL VOICE

Pupil voice is captured by leaders during monitoring and ‘in the moment’.

Pupils can comfortably articulate what they are learning in phonics and reading, and how and why it supports their learning. They are able to explain what their lessons look like and how it is different to learning in previous Key Stages.

In the most recent account of pupil voice, children clearly enjoyed reading and were keen to use the well-stocked library. In KS1 and KS2, pupils could explain what VIPERS was and how they demonstrated this in whole class reading sessions. LKS2 responded positively to a reading club that is run weekly for them.

## MONITORING AND EVIDENCE

Monitoring that can be evidenced by the subject leads, but not restricted to may be:

- book looks
- formal observations
- pupil voice
- LA QA sessions
- Cluster schools monitoring
- data analysis
- intervention group support folders

## CURRICULUM ADAPTATION

For the F20% of pupils, DP pupils and pupils with SEND, learning is adapted through scaffolds and adult support. SEND pupils access the same breadth of knowledge and learning, personalised to each pupil’s SEND need.

In all Key Stages, adults teach the curriculum and TAs will support those who require additional support. This enables the majority of pupils to keep up with the learning.

Pupils are scaffolded further through use of intervention from skilled TAs and regular assessments made using FFT’s RAP tracking system. All pupils are monitored termly and intervention accessibility is fluid.

Children who are identified as dyslexic are assessed for FFT’s Lightning Squad and matched with a partner who can scaffold their learning to support



## What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

### Checks:

- FS2 Drop in – 7.12.22
- External QA – Phil Abbott – 15.3.23
- Bottom 20% & Pupil Premium+ Sounds/Fluency Recall Assessment -23.3.23
- Mark Aske – NCC Review – 19.9.23
- Phonics Book Look – 26.9.23
- External QA – Jeannie Bulman – 29.9.23
- Mark Aske – NCC Review – 16.10.23
- Phonics & Early Reading Deep Dive – 15.11.23 (With Phonics/Early Reading Gov.)
- Deep Dive/QA time – 23.11.23
- Nicola Lawson – NCC Review – 29.11.23
- KS2 Reading – 1.2.24
- Reading Deep Dive report – 7.5.2024

### Findings:

- All staff are trained in phonics and key staff are delivered in the FFT Scheme. (NCC Review 19.9.23)
- The practice of FFT: Success for All is well embedded. (QA Jeannie Bulman – 29.9.23)
- Pupils are conversant in their understanding of the FFT: Success for All texts and how they are used. (15.11.23 – Pupil Interview/Reading Deep Dive - 10.5.24)
- From Year 3 upwards, children are able to articulate what books they were guided to as an age/content appropriate text (15.11.23 – Pupil Interview)
- Pupils enjoy and use the structure of the library to support their selection of an appropriate text – not feeling restricted by their choice (QA Jeannie Bulman – 29.9.23)
- The curriculum uses a range of high quality texts that promote equality, diversity and inclusion. (QA Jeannie Bulman – 29.9.23)
- There are 4 aspects to the school's reading spine (Whole class novel study, curriculum spine, reading for pleasure spine and non-fiction spine). The school buys into the Education Library Service, which provides quality non-fiction texts linked to class topics. (QA Jeannie Bulman – 29.9.23)
- Whole class reading in KS2 and daily FFT reading is embedded throughout school. (Reading Deep Dive - May 2024)
- There is fidelity and consistency to the FFT scheme and the use of teaching vocabulary. (Phonics & Early Reading Deep Dive – 15.11.23)
- Phonics interventions are successfully planned and delivered by TA's who base the assessments on gaps analysis – as outlined the Reading Framework. (External QA Phil Abbott -15.2.23/QA Jeannie Bulman – 29.9.23)
- The scheme's FFT assessment tracker is used effectively and formative assessment is used within sessions at all times. (Phonics & Early Reading Deep Dive – 15.11.23)
- In FS2/KS1 and KS2 intervention groups, FFT guided reading texts are matched to the GPCs covered that week. Fluency is developed as well as automaticity with decoding. Children read these 5 x a week in school and for the full week at home. (Phonics & Early Reading Deep Dive – 15.11.23)
- Pupils are able to practice/consolidate their GPCs using focus worksheets.
- The outcomes from the recent reading review by an external consultant [Jeannie Bulman] indicate that the new phonics scheme (FFT Success for All) is being implemented consistently across the school. Additional support is provided for identified pupils. (Mark Aske – NCC Review – 16.10.23)
- Progression of the reading spine is structured through a VIPERS lead approach. (QA Jeannie Bulman – 29.9.23)
- VIPERS is embedded across KS2 and the adapted, manageable approach to teaching of reading is secure and regularly taking place in LKS2 (Reading Deep Dive -7.5.24)
- End of KS data revealed all aspects of reading, writing and SPaG and combined showed an increase in attainment from the previous year [2021-22 vs. 2022-23]. Phonics at Y1/2 shows an increase in attainment. (QA Jeannie Bulman – 29.9.23)
- Target to ensure that observation of one-to-one reading and whole class reading lessons is required to ensure the school can be confident that provision meets pupils' needs. Through discussion it was clear that leaders have a passion for reading and children's literature. Monitoring activities such as pupil voice would benefit leaders by providing information that would help them evaluate the impact of the school's approach on pupils' motivation, engagement, and passion for reading. This would also provide evidence to inform the school's plan to deliver 'a programme of events to promote whole school reading' and 'reignite a passion for reading' (SDP p.31). (Nicola Lawson NCC QA 29.11.23)
- Recent monitoring and pupil assessments show that 100% of Y1 should pass the Phonics Screen 2024.
- Pupils in UKS2 speak positively about reading and Y3/4 pupils have the opportunity to attend a weekly reading club (May 2024)

### Next steps:

- Observe 1:1 teaching to assess the impact of the clear structure to gather evidence to ensure provision is strong.
- Monitor the impact of the VIPERS reading approach using the termly NFER assessments/pupil voice/book looks. (1.2.24/20.5.24)
- Further embed the FFT RAP (Reading Assessment Programme) beyond FS2 and KS1, to monitor and assess reading fluency and accuracy.
- Ensure pupils are able to clearly articulate what the red/green words are.
- Develop the library further for the greater depth, UKS2 readers to support them being more 'secondary ready'. (May 2024)
- Embed the lightning squad as an intervention for those children who need additional support (May 2024)

### Actions taken:

- Feedback from monitoring on Deep Dive Reading report has been shared with staff and FGB.
- As a result of the NCC Reading Review – 29.11.23 – next steps have been identified and have begun to be actioned accordingly.
- Reading folders for TAs and visiting readers.
- FFT RAP training has been delivered to all staff (11.3.24)
- FFT: Lightning squad training has taken place and TA's have been upskilled (25.4.24)

### Impact of actions taken:

- Training given to those involved in the FFT Lightning Squad Intervention – groups established.
- Intention leads and Phonics Leader have identified who will pass the Phonics Screen and the next steps for intervention.
- Readers across KS1 demonstrating better attainment and fluency in reading based on books that support this.
- Reading for pleasure continues to be driven by the children and a range of texts available to read.
- Reading shed ordered for the patio/playground.