

Reading to Learn – Reading Spine – Rationale and how it works



Reading Curriculum: Design/Intent

Reading should be an enjoyable experience, and allows children to develop both their imagination and their vocabulary. Independent readers should be encouraged to read for a sustained length of time allowing them to become 'lost in a book'. Children must also read in order to access and make progress across the whole curriculum both in Key Stages 1 and 2. Reading is vital for future learning.

Baseline data shows that many children enter this school with low levels of language, phonological awareness, and independence. They can present as passive children who are not involved in their own learning. Therefore, we have to find a way of reaching these children, as there is no real reason why they shouldn't learn to read. School ethos, expectations and commitment to Assessment for Learning, ensures that children can become independent and motivated. Success through reading is the greatest motivator of all.

Our Reading Spine Rationale:

At Thameside we teach children both how to learn to read and to read to learn. Learning to read focuses primarily on the phonics skills of the children and being able to decode and blend sounds to read. This also includes alien words and high frequency words. Reading to Learn focuses primarily upon the reciprocal reading skills children require to read for pleasure and to develop subject knowledge. These reciprocal reading skills are taught explicitly in our daily guided reading lessons, in groups or whole class. We plan our English lessons around high quality core texts, which also link to the topics and themes for that term.

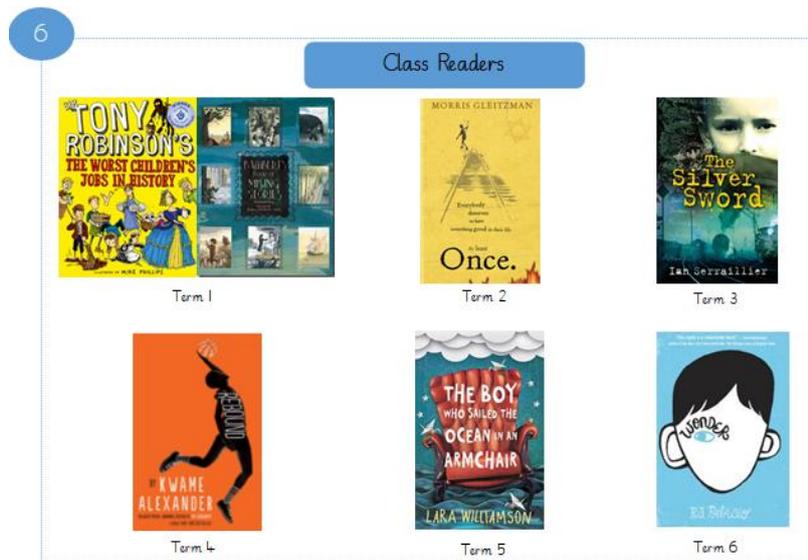
We have identified two key anchor texts for every topic taught in a year group – one for guided reading and one for English lessons. We have ensured our selected texts represent a wide range of diversity in both authors and protagonists and are engaging to encourage a love for reading. A diet of fiction and non-fiction is promoted within our Reading Spine.

We have researched many different reading spine templates and, on the recommendation of the local authority, we have based the Thameside Reading Spine on that of Mrs H https://twitter.com/Edu_MrsH with consideration of the key principles from 'Reading Reconsidered' by Doug Lemov.

At Thameside, we continue to focus on making links across the curriculum and to each year group's key concepts e.g. conflict in year 6, and this is reflected in our Reading Spine.

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After the pages for each theme/topic for the corresponding year group, you will find a class readers page. These are the books, documented for each term to read during their whole class reading slot. These books are for enjoyment and do not produce work alongside them.



Towards the end of the year groups reading spine you will find a section titled 1000+ extracts. This page will be the same in each year groups reading spine. These are 6 books, 1 per term that have a Lexile count of 1000 or more. Extracts will be taken from each book (1 per week) and given to each year group to look at. Lower down the school this might be a picture to discuss or a short phrase from the text, such as an expanded noun phrase. In upper KS2 this will include key vocabulary to explore, an extract to read and questions to answer.

