

The reading scheme at Bournville has evolved over time and is based upon best practice for teaching reading. We do not follow a single published reading scheme. Instead we have a levelled system of books made up from a variety of published schemes and real books. It is levelled according to the Reading Recovery levels 1-30. Children are closely monitored as they read to an adult to practice their reading skills and progress through the scheme. They are moved on following teacher assessment and 'benchmarking' tests.

The children use a phonics first approach to reading they are taught in daily phonics lessons using the Letters and Sounds scheme. The teaching of reading is supported by a strong reading culture and print rich environment. Children are taught that books and reading are valued and respected and they are given lots of opportunities to read for pleasure. They are constantly exposed to rich language and varied story language and plots by being read to every day. Reading aloud to children is one of the most painless, powerful and pleasurable ways to develop a love of reading. It enriches their language, develops their comprehension and also provides a model for their own writing. They access texts that may be beyond their own reading level to learn reading skills modelled by the teacher in Shared Reading. As the children become more confident at decoding texts they take part in Guided Reading with a teacher who guides them to progress from their current level of language comprehension to the next with carefully planned and focussed questioning following their independent reading.

Reading is the key to the rest of the curriculum and children use their growing reading skills to take meaning from a wide range of instructions, messages, labels, information and research tasks. There is a full programme of support for children who are not developing their reading skills at age related expectations including Better Reading Partners and Reading Recovery.

Our English curriculum at Bournville is innovative and unique. It has been designed by ourselves with our own children in mind and not one handed to us to be delivered! The age appropriate and progressive knowledge, skills and understanding taught are from and adhere to the statutory requirements of the National Curriculum. We use a mix of carefully chosen classic and contemporary literature as a vehicle to give context and meaning to the speaking and listening, reading and writing learning intentions taught. The children are then given tasks and activities based upon the book that allow them to develop their reading and writing skills in both fiction and non-fiction as outlined below.

Literacy Overview

Poetry

- A wide range of poetry is read, performed and reflected upon
- Each term includes a focus on poetry to develop children's love of and flexibility with words and language
- Poetry writing should be limited to the following formats:

Collage or list poem

Free verse

Shape poems (free verse in shape)

Short patterned poems for example, haiku, cinquain, kennings Borrowed or invented pattern, for example, pairs of lines Simple rhyming form, for example, rap

Non-fiction

There are 6 basic pure genres:

- Recount
- Instruction
- Non-chronological report
- Persuasion
- Discussion

- Explanation

All genres are taught and/covers every year The teaching is clearly progressive building upon children's prior knowledge of the text type (progression papers) The audience for the writing is varied to include formal and informal, real or imagined These genres are presented in a range of contexts and formats:

Recount Letter, postcard, diary entry, news report, biography, autobiography, oral presentation

NC Report Leaflet, poster, zig-zag book, booklet, big book, PPT, film, multi-modal text (spidergram, bubbles, clouds, boxes)

Instructions Step-by-step guide, flowchart, booklet, demo video, recipe/craft book

Persuasion Letter, leaflet, poster, advert, jingle, video, oral presentation

Discussion Newspaper/magazine article, leaflet, flyer, debate, interview two people with opposing views, letter

Explanation Flowchart, poster, concertina book, as part of NC report, page from an encyclopedia, multi-modal (e.g. life cycle display)

Narrative

There are 7 basic narrative plots:

1. Overcoming the monster
2. Rags to riches
3. The quest
4. Voyage and return
5. Comedy
6. Tragedy
7. Rebirth

Classic and modern literature by a range of authors is studied from carefully chosen texts. The main plot types in KS1 are 1-3. Once a plot type has been taught there will be opportunities to apply it in subsequent years The context for the story can be related to current text, project, or preferred setting (time & place), culture etc A range of techniques are developed to engage audience such as:

- Predictable and patterned text
- Flashbacks
- Building tension and suspense
- Characterisation
- Descriptive settings, etc