



# St Thomas of Canterbury Curriculum Inclusion Strategies



## English – Reading

Quality First Teaching – Promoting independence, providing suitable challenge, meeting a variety of learners needs and overcoming barriers.

Reading is of the highest priority at St. Thomas of Canterbury. It is at the heart of the curriculum in an attempt to foster a life-long love of learning and ensure that all children read with accuracy, fluency and automaticity.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"><li>➤ Teachers read to their class every day. Age-related texts are read aloud to all pupils; this includes pupils who cannot read such texts by themselves.</li><li>➤ Powerful and diverse books model act as excellent models of language and grammar, often linking to other subject areas to increase knowledge. Texts are carefully chosen to appeal to children and nurture their love of books and writing.</li><li>➤ Adults model positive book behaviours and habits, encouraging pupils to do the same.</li><li>➤ Adults use blank level questioning, appropriate to each child.</li><li>➤ Speaking and listening is at the heart of the curriculum to encourage articulation of ideas and questions.</li><li>➤ Our excellent library is available at lunchtime and after school (with parents/ carers). A librarian can support book choices.</li><li>➤ Pupils are encouraged to read at home to practise their reading skills. Pupils will be heard to read daily within school when this is not the case.</li><li>➤ Learning is re-visited and understanding deepened before moving on.</li><li>➤ Data, both formative and summative, informs pupils' next steps in learning.</li></ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"><li>• The systematic teaching of synthetic phonics programme (Little Wandle Letters and Sounds Revised) is delivered by highly trained staff, to all pupils, until they become a fluent and proficient reader.</li><li>• The same LW visuals are used and displayed, ensuring fidelity to the scheme. This consistent approach will aid memory retention and recall.</li><li>• A 'keep up' manta ensures that pupils do not fall behind – additional support is immediately put into place.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Focus on the linguistic knowledge of: vocabulary, grammar and knowledge of the world, ensures that children become good comprehenders. Teachers facilitate high quality discussions and model by reading aloud:<ul style="list-style-type: none"><li>- Teachers activate prior knowledge to make links with the text – image, video, object.</li><li>- Teachers model and scaffold disciplinary knowledge – reading with prosody, model use of graphic organiser, use visualisation, model skimming, scanning or close reading.</li></ul></li><li>• A 'Reciprocal Reading' approach is followed (predict, clarify, question, summarise) during all reading. This repeated process helps to embed these key reading comprehension skills, for pupils to then apply when reading independently.</li></ul>

	<ul style="list-style-type: none"> <li>• 'Book Talk' sessions model <i>how</i> to read. Talk prompts are modelled by adults and used by pupils, to structure pupil thoughts and responses. The text is viewed on the visualiser a section at a time. This visual allows the spelling, punctuation and use of paragraphs to be shown (pupils cannot hear these elements).</li> <li>• Lower attainers, SEND pupils and any pupil struggling to comprehend a text are identified. Pre-teach and re-teach sessions are planned in to support these pupils.</li> <li>• For those pupils without "prior knowledge" required to access texts, teachers specifically plan to fill these substantive knowledge gaps to enable texts to be better and more fully understood.</li> </ul>
<p>Early Years Foundation Stage</p> <p>is linked to _____</p> <p>Development Matters area of learning.</p>	<p><b>Within a session</b></p> <ul style="list-style-type: none"> <li>• Phase 1 – provision &amp; adult led activities to promote curiosity around early reading skills</li> <li>• Upskill parents through the use of workshops &amp; meeting. Parents feel empowered to support early reading</li> <li>• 'Keep up, not catch up' mantra that promotes success in early reading</li> <li>• Regular assessments of phonic knowledge. Children needing additional intervention are grouped and targeted swiftly</li> <li>• Weekly book talk, using appropriate questioning to promote engagement</li> </ul> <p><b>Within continuous provision</b></p> <ul style="list-style-type: none"> <li>• Use of diverse texts throughout the EYFS provision. Focus texts are carefully considered to offer broad themes</li> <li>• Offer questioning opportunities which can facilitate a variety of response types.</li> <li>• Skilled &amp; informed support staff that know and understand the children's next steps in learning.</li> <li>• Differentiated tasks that provide appropriate phonic challenge in the provision. Children feel successful in learning.</li> </ul> <p><b>Implemented in the Acorn Classroom</b></p> <ul style="list-style-type: none"> <li>• Visual choice boards</li> <li>• Sound buttons to give non-verbal children a voice</li> <li>• Concrete items during language lessons</li> <li>• Extra time given when waiting for a response</li> </ul>
<p>Key Stage 1 &amp; 2</p>	<p><b>Reading – KS1</b></p> <p><b>Decoding – Phonics – Little Wandle SSP</b></p> <ul style="list-style-type: none"> <li>• 3 times a week reading groups – decoding, prosody and comprehension; delivered by staff trained in Little Wandle.</li> <li>• Pre read opportunity for targeted pupils to support fluency.</li> <li>• Daily interventions – keep up inc flashcards to promote automaticity of GPC's.</li> <li>• Mirrored LW resources e.g wall friezes and sound mats.</li> <li>• Opportunity for frequent practise e.g sound buttons on main door and individual stickers.</li> <li>• All staff in school encouraged to ask children to recall their GPC/ tricky word <i>e.g lunch time supervisors.</i></li> <li>• Grapheme cards clearly displayed on working wall.</li> <li>• Sharing LW resources to use at home e.g flashcards and tricky word</li> <li>• Daily 1:1 targeted readers of LW texts.</li> </ul>

- Planned opportunities across the curriculum to practise decoding skill. *At St Thomas of Canterbury, in Year 1 science children explore their sense of hearing using animal sounds in which they can decode and write independently.*
- Time-limited and carefully monitored intervention – Reading Recovery KS1 is available for pupils who need to secure their reading fluency.

### **Comprehension**

- Targeted questioning using Blank Level model specific to individual needs.
- Adult led modelling of suitable responses using book talk prompts. *In Year 1, adults may model the following response when reading Zog 'Perhaps Princess Pearl is a nurse because she carries a large bag with medical equipment inside.'*
- Using dramatic techniques to develop story sequencing/character development/comprehension.
- 'Know a Novel' is a carefully selected text that acts as a stimulus for writing lessons.
- Time-limited and carefully monitored intervention – Morning Reading Club is available for pupils who need help to improve reading fluency and reading comprehension.

### **Reading - KS2**

#### **Decoding – Phonics – Little Wandle SSP**

- Phonics remains main reading focus until child is a reader. Every child will be on the same phonic journey but some may be at a different stage or working at a different pace to their peers.
- Daily phonics provided when necessary, either by the one to one TA support or by attending the EY/KS1 session.
- Time-limited and carefully monitored intervention – Reading Rockets KS2 is available for pupils who need to secure their reading fluency.

### **Comprehension**

- The SToC Reading Comprehension Skills Progression document structures the composite knowledge from Y1 to Y6, *egs. To develop skills of inference, pupils in Y2 will look for pictorial hints and clues. In Y4 this progresses to deducing why characters behave in certain ways. In Y6 cause and effect within plot is explored.*
- The SToC Reading Teaching Toolkit is used to teach disciplinary knowledge and is progressively more challenging from Y1 to Y6, *egs. To develop visualisation strategies, Y1 learn to freeze frame whereas Y5 use conscience alley. To develop skimming, Y2 introduce this as a shared activity whereas by Y4, pupils skim read a short chapter to gain an overview.*
- Texts are carefully chosen to provide challenge in content and vocabulary; this includes the 'Know a novel titles'. Diversity is carefully considered in order to celebrate the author, the genre, the plot and the characters.
- Guided reading is taught in similar-ability groups of 6-10 children. Children have time to practise their reading fluency as well as comprehension through carefully planned questions. Reading Journal tasks are used from the SToC Reading Journey when not working in a teacher-lead group.
- 'Know a Novel' is a carefully selected text that acts as a stimulus for writing lessons.
- 'Challenge books' offer a degree of complexity and become progressively more complex in language and content. Parents/carers can read these books to their child if the child cannot read it for themselves.

### **Vocabulary**

- Magpie nests KS1/WOW words KS2 to gather, explore and apply exciting and challenging vocabulary.
- Reading widely and often to increase exposure to vocabulary that is not encountered in everyday speech.