**The Reading Curriculum**

|  |  |  |
| --- | --- | --- |
| **Reading in the Curriculum** | **National Curriculum Skills/Knowledge** | **Notes** |
| **Guided Reading** | Phonic knowledge/word-readingApply phonic knowledge and skills to read most words quickly and accuratelyComprehensionDevelop reading staminaKnowledge about a range of texts, genres and authorsDevelops reading for pleasureParticipate in discussions about booksGrammar, punctuation, vocabulary and spelling | Guided reading is hugely valuable as it combines the benefits of a text closely matched to the current reading level of the child, plenty of teacher-child dialogue, and the interactive nature of a group, where children can learn from their peers. The key to success is careful planning to ensure children are using all available time to improve as readers. |
| **Independent Reading** | Apply phonic knowledge and skills to read most words quickly and accuratelyComprehensionDevelop reading staminaKnowledge about a range of texts, genres and authorsDevelops reading for pleasureRun well, can facilitate discussions about booksGrammar, punctuation, vocabulary and spelling | Independent reading at school for a sustained period of time is an important way of helping children to develop as self-reliant readers, able to select a book and maintain sustained concentration. Independent reading is an equitable activity because it means that every child, including those who do not read at home, have time to enjoy a book every day. Independent reading works best if there is also an opportunity for children to talk about the books they are reading. |
| **Listening** **to an** **Adult Read Aloud** | ComprehensionKnowledge about a range of texts, genres and authorsParticipate in discussions about booksGrammar and vocabulary  | As we discussed in the webinar, reading aloud is great for comprehension and discussion, it is joyful and it is Ofsted approved! It is part of the new NC right up until Y6. Reading aloud every day is twenty minutes well spent. |
| **Whole-Class English Lessons** | Phonic knowledge/word-readingApply phonic knowledge and skills to read most words quickly and accuratelyComprehensionKnowledge about a range of texts, genres and authorsDevelops reading for pleasureParticipate in discussions about booksGrammar, punctuation, vocabulary and spelling | The ‘bread and butter’ of children’s learning to be a reader. The trick is to focus in the learning in whole-class teaching so it complements other parts of a child’s reading diet and so it is challenging and exciting every child. It is worth looking at the Ofsted document [Moving English Forward](http://www.ofsted.gov.uk/resources/moving-english-forward) as it dispels a few myths about ‘good teaching’. |
| **Phonics** | Phonic knowledge/word-readingUltimately develops reading for pleasureSpelling | Phonics, word-reading and a good knowledge of the common exception words is the starting point for reading. Without being able to read, it is very difficult for children to access the wide range of books that will develop their love of reading. |
| **Reading 1:1** **with an Adult** | Phonic knowledge/word-readingApply phonic knowledge and skills to read most words quickly and accuratelyComprehensionDevelop reading staminaKnowledge about a range of texts, genres and authorsDevelops reading for pleasureGrammar, punctuation, vocabulary and spelling | Done well, 1:1 reading can be a powerful tool in supporting every child to become a reader. The key, as with all of the types of reading, is accurate assessment, careful planning and quality dialogue.  |

This list is by no means exhaustive- it does not include children reading with an older child, reading at home, book clubs or reciprocal reading groups, reading in lessons across the curriculum, using ICT texts and eBooks or many other types of reading that probably happen at your school. It is intended to prompt discussion about the role different reading opportunities can play in working together to make a well-planned system to help every child to become a reader.