

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

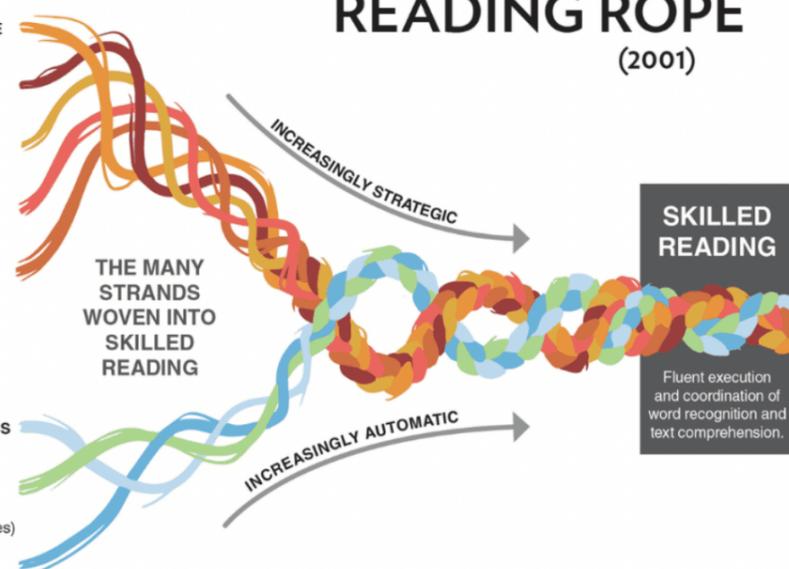
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



How does our curriculum enable pupils to become fluent readers?

The implementation of our reading curriculum begins by prioritising the reading hour at the start of each day. During this hour, phonics and spelling lessons take place, followed by vocabulary, fluency and whole-class reading in KS2, while KSI have group reading sessions. In this way, both the red language comprehension and blue word recognition strands are reinforced and weave together with instruction and practice over time.

There are six aspects of implementation that have been a focus for this term:

1. The reading hour
2. Individual reading books
3. Reading for pleasure
4. Whole-class reading KS2
5. Fluency and vocabulary
6. Poetry

How is fluency taught in KS2?

In order for children to become skilled readers, we recognise that they must develop fluency so that they are able to read at a speed that is sufficient for them to focus on understanding rather than decoding.

Children are assessed using the DIBELs *Dynamic Indicators of Basic Early Literacy Skills*) standardised set of procedures and measures, incorporating the three elements of fluency: accuracy, automaticity and prosody.

What is our reading curriculum intent?

Our curriculum enables pupils to gain expertise and confidence in all facets of being a skilled reader, from the early stages of blending individual sounds and decoding unfamiliar words; to broadening and deepening the range of books they read and have read to them; drawing upon knowledge acquired through studying a broad range of subjects and from being exposed to a wide range of books.

Our reading approach and teaching of phonics is underpinned by the Scarborough Reading Rope, a research-backed framework that we use because we believe that all our children can become fluent readers when given the skills and opportunities to do so. The Reading Rope identifies the different skills that are necessary for reading comprehension and the importance of teaching these concurrently rather than in a sequential order. It also helps us to identify which specific skills a child might be struggling with, so that targeted interventions can be put in place.

How is phonics taught in KSI?

The blue word recognition strands are taught through our phonics lessons, following the DfE validated Systematic Synthetic Phonics Programme: Little Wandle. Daily keep-up lessons take place for any children who need additional practice. We follow the updated planning and staff have received refresher training this year.

On 8th November we held Little Wandle training for parents and carers.

Reading at Weston

How have we raised the profile of poetry this year?

On 5th October for National Poetry Day, we held a poetry recital. Three classes performed a famous poem by heart to the rest of the school, giving pupils a chance to develop and showcase their prosody and understanding of the rhythm of language through mastering power, pitch, pace and pause.

On 8th November we had a visit from the poet Paul Cookson, who led a whole-school assembly to perform his poetry and then individual class workshops so that pupils could write their own with his expert guidance.

How is comprehension developed through whole-class reading in KS2?

In our whole-class reading lessons, teachers build on children's prior knowledge in foundation subjects, making links to deepen their understanding through carefully chosen books: fiction, non-fiction and poetry. Teaching these red language comprehension strands enables the children to become increasing strategic readers. These meaningful connections also support children's interpretations of a text's content and context. Older pupils are then exposed to more sophisticated narratives such as the five 'plagues of reading' (archaic language; non-linear time sequences; complex narratives e.g. non-human narrators or more than one narrator; complex stories e.g. interwoven plots or figurative/symbolic; and resistant texts (where hints, uncertainties or clues need to be found).