

Reading Curriculum - Ethos College

Nurturing At Ethos College, embedded within our school offer is a high quality research based reading curriculum which aims to inspire our pupils to become fluent, confident and critical readers who are engaged and enthusiastic about reading a wide range of literature. It is our hope that pupils become lifelong readers and enjoy reading in their next stage of education as well as in their future lives. Our teaching of reading equips pupils with the necessary knowledge, skills and understanding needed to read, understand and respond to texts for a wide range of purposes so that they understand vocabulary and language and communicate ideas, views and feelings about what they are reading.

Our reading curriculum is made up of 2 parts:

Part 1 is made up of 3 waves of support that identifies barriers and supports pupils to develop their reading skills so that they can access an age or ability appropriate curriculum.

Part 2 is the 'Our Stories Matter' reading strategy which has been designed to promote a love of reading whilst exposing our pupils to a number of equality and diversity issues to help them become fluent, enthusiastic, confident and critical when engaging with texts.

All pupils complete a reading assessment on entry to Ethos College (Literacy Assessment Online). This is used to accurately determine their reading age and allows the school to benchmark against national data.

All pupils access the support in wave 1. If they have identified reading deficits, they also access the support in the wave they are placed in.

If a pupil has a reading age that is 3 or more years below their chronological age, they are placed in wave 3.

If a pupil has a reading age that is 1 or 2 years below their chronological age, they are placed in wave 2.

If a pupil has a reading age that is in line with their chronological age and no further testing is required, they are placed in wave 1.

Wave 1	Wave 2	Wave 3
Age Related Expectations	1-2 Years Below	3 or More Years Below
<ul style="list-style-type: none"> • Age and ability appropriate curriculum in place. • Quality first teaching • Differentiated curriculum planning and implementation • Delivery of tier 2 vocabulary and use of a literacy mat in all curriculum areas • Disciplinary literature – staff embed subject specific texts across the curriculum and are confident in the use of relevant strategies • Regular opportunities to interact with texts (DARTS) in all curriculum areas to develop comprehension skills • Modelling and the use of writing frames/word banks to allow pupils to apply vocabulary learnt and to develop their writing skills • Access to a well-resourced library with a wide range of fiction and nonfiction books • Our Stories Matter lessons 	<ul style="list-style-type: none"> • Additional diagnostic testing (WRAT4 and CTOPP-2) • Strategies identified through additional testing shared with staff • Guided reading sessions three times a week. These are adult led sessions that help develop fluency skills, decoding and an understanding of vocabulary. • Reciprocal reading techniques used to enhance pupil metacognition • Additional support in place for maths and English lessons • Access arrangements in place based upon the results of the diagnostic testing • Retest termly 	<ul style="list-style-type: none"> • Additional diagnostic testing (YARC) to include a possible dyslexia assessment • Strategies identified through additional testing shared with staff • Pupils receive targeted 1:1 reading interventions twice a week. • Phonics programme – ‘The Code’ to ensure direct teaching of synthetic phonics interventions • Access arrangements in place based upon the results of the diagnostic testing • Individual support in maths and English lessons • Guided reading sessions three times a week. These are adult led sessions that help develop fluency skills, decoding and an understanding of vocabulary. • Reciprocal reading techniques used to enhance pupil metacognition • Retest termly •

Ethos College ‘Our Stories Matter’ Strategy (Promoting a Reading Culture in Modern Britain)

**“Even when it’s not pretty or perfect. Even when it’s more real than you want it to be. Your story is what you have, what you will always have. It is something to own.”
(Michelle Obama ‘Becoming’)**

INTENT	Vision	Nurturing Inclusive Learning Communities					
	Aim	<p>To create a culture where diverse stories are celebrated in order to create a safe space for exploration of identity, expression of self and empathy with others.</p> <p>Through the successful implementation of the ‘Our Stories Matter Strategy, Ethos College aspires to:</p> <ul style="list-style-type: none"> • Implement a strategy that enables all students to feel a sense of belonging and to feel valued through the stories they read. • Promote a supportive environment where students feel safe to talk openly about the stories that matter to them and understand that they too have a story to tell. • Promote opportunities for students to access a range of diverse stories, and give dedicated time and space throughout the academic year, for students to read and reflect on a range of stories. • Promote student and staff voice in relation to diverse stories and encourage a culture of sharing, reflection and debate. • To empower students to become critical thinkers around the stories they consume, at school and in their daily lives, and inspire them to question what the reliability of the sources they are exposed to. • Create a space where diversity, inclusion and wellbeing are intrinsically linked, through the sharing of diverse stories to create a sense of belonging. 					
	‘Our Stories Matter’ Strategy is underpinned by the following values. At Ethos College we believe:	Stories are Universal.	Stories help us understand our place in the world and have the power to heal.	Stories help us learn how to act wisely.	Stories help us shape our perception of the world.	Stories help us build empathy by helping us understand other people and their perspective.	Stories pass down morals and knowledge.
	Core Values	Leading with Integrity	Thinking Innovatively	Improving continuously	Encouraging Freedom and Responsibility	Celebrating Achievement	
	‘Our Stories Matter’ Strategy is designed to:	Leaders promote the importance of stories, by sharing their own stories, sharing ‘read’ recommendations and being a role model for students in relation to embracing diverse stories in a variety of mediums e.g artwork, rap, poetry etc...	Staff consider ways that diverse stories can be embedded into their curriculum area and share these stories with students.	The ‘Our Stories Matter’ Strategy reflects the fluidity of our school community, including the diversity of the cohort and staff year on year. The ‘Our Stories Matter’ strategy is designed to be flexible and fluid, allowing all students to contribute stories and	The ‘Our Stories Matter’ Strategy is designed to encourage freedom and responsibility within our students, empowering them to explore the diverse stories that exist in the world.	The intention of the ‘Our Stories Matter’ strategy is that it celebrates diversity through sharing the achievements of authors, poets, artists, musicians and playwrights from a variety of backgrounds.	

				good reads to our resource bank.		
		Morning mindful movement and meditation sessions provide an opportunity for leaders to share diverse poems, readings and music.	Staff encourage students to take ownership of their stories, promoting opportunities for sharing in a non-judgemental safe space.	The strategy takes into consideration diverse stories are being shared and released all the time, and will ensure as many up-to-date stories and resources are available to students in a variety of formats.	Parts of our curriculum is designed to give students the freedom and space to explore their own stories and help them shape their own identity.	The strategy also encourages students to feel safe enough to share their unique stories in a safe and non-judgemental environment, celebrating their personal achievements through reflecting on their journey so far.

IMPLEMENTATION	Leading with Integrity	Thinking Innovatively	Improving continuously	Encouraging Freedom and Responsibility	Celebrating Achievement
	Leaders will promote the 'Our Stories Matter' Strategy by being role models for sharing and reading diverse stories, in various forms.	The strategy encourages reading and exploration of stories this could be through reading books, reading magazines, listening to audio books, reading and listening to song lyrics, or reading a piece of art work. Staff and students have access to an audio book app, which contains over 50,000 titles and can be accessed from school devices and downloaded onto their personal devices.	The resources will be updated every year to continue to build a diverse collection of relevant resources for both students and staff to access. The school will keep up to date with current events, workshops, debates that promote the importance of stories.	Once a half-term a morning is dedicated to DEAR, staff and students are encouraged to explore a story of their choice in a medium of their choice and are encouraged to reflect, debate and express themselves in this safe space.	Dedicated section in the newsletter called 'Our Stories Matter.'
	Staff and students will take part in DEAR sessions collectively.	Resources are shared and visible to the students, as well as opportunities for students to recommend resources to add to our collection.	Staff will be encouraged to continue to contribute to the resources and the strategy to promote diverse stories within our setting preventing the strategy becoming stagnant.	Students and staff are encouraged to consider ways stories, in whatever medium, can be embedded into the wider curriculum.	Reviews of stories by both the students and staff are encouraged and these reviews and recommendations are shared in the newsletter and in displays within the setting.

	Leading with Integrity	Thinking Innovatively	Improving continuously	Encouraging Freedom and Responsibility	Celebrating Achievement
IMPACT	Staff and students will feel empowered to share their stories and explore the stories of others.	Students can explore the concept of 'reading' not just through books, but through other mediums as well, and choose 'reads' that inspire and motivate them, as well as providing space for them to explore their evolving identity.	The reads will be up-to-date, relevant and inspire students to explore the concept of stories on their own.	Students will develop confidence when exploring stories and recognise that there is more than one way to access and 'read' stories.	Students and staff are given the opportunity to write and share their views around the "Our Stories Matter" strategy which promotes engagement and ongoing development on the strategy moving forward.
	A culture of sharing, empathy and exploration is created within the school, which encourages students to be their own leaders and discover their own stories and identities.	Students can take ownership of the stories they read, and know where to find them, or know that they can recommend and ask other students and staff if they don't feel they are represented within the resources.	Staff have ownership of the strategy and the resources and can contribute and make recommendations promoting a sense of inclusion.	The curriculum offers opportunities for staff and students to promote diversity through storytelling, which promotes ownerships, cohesion and empathy.	Students and staff are given the opportunity to write reviews and reflect on where they have the opportunity to explore diverse stories, and share their recommendations with others.