



Our Curriculum Intent, Implementation and Impact Model

What is the P.U.R.P.L.E. Curriculum?

P.U.R.P.L.E. is an acronym which stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.'. Our Curriculum Intent, Implementation and Impact Model describes how we plan to achieve that. Staff, children and governors at Littleton Green Community School have all contributed to this document. This is how it applies to Reading.

How do children become P.U.R.P.L.E. in Reading?

| <u>PROUD: I am Proud. I am proud of my work and the effort that I have made to produce it.</u> | | | |
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| <u>Intent</u> | | <u>Implementation</u> | <u>Impact</u> |
| <u>What are our aims?</u> | <u>What do we want to see?</u> | <u>What will we do?</u> | <u>What will success look like?</u> |
| <ul style="list-style-type: none"> To provide lots of opportunities to celebrate very high quality work To provide lots of opportunities to celebrate effort | All children are taking pride in the work that they are producing and the effort that they have put into achieving it. This is being celebrated by all adults. | We will use Class Dojo, P.U.R.P.L.E. assemblies and Open Days to celebrate work and effort. | Children and adults will be proud of the work produced at LGCS and the efforts that the children have made. |
| | | We will hold moderation meetings once a block to ensure that high standards are maintained in all subjects. | Work scrutinies, pupil interviews and 'Chequebook' walks will show that all children and adults demonstrate the Proud value in every lesson. |
| | | Celebrate achievement in home reading through celebration and Class Dojo recognition. | Ensure that reading is prioritised and something children show pride in. |

| <u>UNIQUE: I am Unique. I am an individual who offers many talents. Everybody is good at something.</u> | | | |
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| <u>Intent</u> | | <u>Implementation</u> | <u>Impact</u> |
| <u>What are our aims?</u> | <u>What do we want to see?</u> | <u>What will we do?</u> | <u>What will success look like?</u> |
| <ul style="list-style-type: none"> To deliver a curriculum that offers children a chance to develop a wide range of skills in all areas of learning To devote plenty of time to all areas of learning, so children can showcase their talents | All children are being taught a broad and balanced curriculum, which recognises and celebrates their individual strengths but also identifies and addresses any gaps that they may have. | Provide appropriate support to ensure that all children become the best that they can be in Reading | All groups who are working below age related expectations to narrow the gap |
| | | Use children as experts in Reading in every class. | Every class uses child experts in Reading. |
| | | Deliver a Reading curriculum that provides enough time for knowledge and skills to be developed. Children to be unique in the collection of reading books they choose to read and create their on reading library in Accelerated Reader. | Work scrutinies, pupil interviews and 'Chequebook' walks show that all children and adults demonstrate the Unique value in every lesson |

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| <u>REFLECTIVE: I am Reflective. I learn from my mistakes and get better at things as a result.</u> |
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| Intent | | Implementation | Impact |
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| What are our aims? | What do we want to see? | What will we do? | What will success look like? |
| <ul style="list-style-type: none"> To provide opportunities for children and adults to reflect on learning and then provide opportunities to act upon it | All children are reflecting on their learning and benefitting from high quality adult pupil dialogue, which is based on accurate AFL. | Train all teaching staff to provide high quality feedback | Work scrutinies, pupil interviews, and 'Chequebook' walks will show that all children and adults demonstrate the Reflective value in every lesson. Improving AR scores through careful reflection on score obtained in AR and Star Reader. |
| | | Recap learning to ensure that knowledge is remembered and skills applied. | |
| | | Teach children to peer and group mark work successfully. Reflect on the quality of the reading and be constructive when commenting on others. | |

POSITIVE: I am Positive. I always try my hardest. If at first I don't succeed, I try, try, and try again.

| Intent | | Implementation | Impact |
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| What are our aims? | What do we want to see? | What will we do? | What will success look like? |
| <ul style="list-style-type: none"> To provide lessons which really challenge a child's understanding by delivering an age related curriculum to all children all day, every day To teach higher order thinking skills and an "it's good to be stuck" ethos To provide praise, praise and more praise! | All children using appropriate strategies to achieve learning objectives, which challenge them. | Use Accelerated Reader and Read, write, Inc. to ensure that children are appropriately challenged in Reading lessons | Work scrutinies, pupil interviews and Chequebook walks show that all children and adults demonstrate the Positive value in every lesson |
| | | Hold regular staff meetings to understand how children approach challenges that they are stuck on. | Parents and pupils of SEND children at LGCS feel that they are fully supported |

LOVING: I Love. I respect and love the world that I live in. I respect and love other people. I respect and love myself.

| Intent | | Implementation | Impact |
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| What are our aims? | What do we want to see? | What will we do? | What will success look like? |
| <ul style="list-style-type: none"> To provide a curriculum that places a high degree of emphasis on building mutual respect To provide a curriculum that enables a child to recognise that they can influence local, national and international communities To have high expectations about the quality of the learning environment and of the child's actions and attitudes within it | All children are profiting from a climate of mutual respect in which Positive Behaviour Intervention Strategies are applied at all times. They feel seen, safe, soothed and secure. | Teach students how to support one another by working in mixed ability pairs | In pupil interviews, children enjoy working in mixed ability pairs |
| | | 'Love where we live' by completing topics on our school and our mining heritage. | In pupil interviews, children can talk with confidence about the selected areas |
| | | We will teach children how to support one another by working in mixed ability pairs and take care of the school. | In pupil interviews, children enjoy working in mixed ability pairs and have the skills to support each other successfully. |



| EMPOWERED: I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life. | | | |
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| <u>Intent</u> | | <u>Implementation</u> | <u>Impact</u> |
| <u>What are our aims?</u> | <u>What do we want to see?</u> | <u>What will we do?</u> | <u>What will success look like?</u> |
| <ul style="list-style-type: none"> To equip children with a wide range of skills that they can use throughout their life To ensure that every single stakeholder at the school's sole focus is making sure that every single child leaves our school being 'the best that they can be' | All children are fully focused on their learning and either acquiring new knowledge/skills or applying knowledge/skills that have been previously taught. | We will ensure that all teaching and support staff complete a research project designed to improve subject knowledge. | Knowledge and skills are progressive, demanding and match the aims of the P.U.R.P.L.E. curriculum for all pupils in all classes. |
| | | We will hold regular Subject Leader, R.A.P And Link Governor Meetings to ensure that high standards are maintained and to ensure that the development of knowledge and skills is progressive in all subjects. | Children make good progress in all subjects. |
| | | We will ensure that every child in the school completes a P.U.R.P.L.E. Passport. | Children increase the range of P.U.R.P.L.E. experiences that they have had. |
| | | We will teach children how to be P.U.R.P.L.E. | In pupil interviews, children can talk with confidence about being P.U.R.P.L.E. |

How do we teach Reading?

Reading lessons focus on the following 4 key elements

- Vocabulary
- Skills teaching
- Success criteria
- Fluency
- During Reading lessons, children are referred to as Readers.

Reading in EYFS

- In EYFS, children spend a daily session in the Reading zone. In this session, children take part in an adult led session focusing on Early Reading. They also choose from a selection of activities and games designed to promote early reading.

Reading in Years 1 to 6 In Years 1 to 6 - Reading lessons will follow the Literacy and Language format as outlined below.

- Reading will comprise the first week of the Literacy and Language programme with a focus on fictional texts offered within.
- Week 3 will offer the opportunity to explore non fiction texts linked again to the non fiction element of the writing within Literacy and Language.
- Class reading texts can be chosen for interest and will be age related and chosen from the Cornerstones recommended book list which link to the topics on a 6 week basis.
- In week 5 and 6, vocabulary and comprehension skills will be taught through the use of these topic based class readers- Children need to be introduced to the new vocabulary and a variety of question styles they will meet in both the KS1 and KS2 SATs.
- Vocabulary should be taught in terms of meaning, context, correct pronunciation and whether or not it can be decoded.
- Skills to be taught within the lesson should be introduced and explained.
- Sections of text could be used to model a skill.
- Children will then have the opportunity to read. This may be in pairs, small groups, teacher led and with LSAs supporting less confident readers as appropriate.
- Activities should be provided that teach the skills addressed in the SUCCESS CRITERIA at the beginning of the lesson.
- Whether or not the activities are undertaken independently will depend on the need for assessment.
- At the conclusion of the lesson discussion and formative assessment can be made.



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- Intervention readers will be identified and given the opportunity to practise their skills in a small group or individual basis.

Phonics in Year 1

- Each Read Write Inc. lesson begins with a 'Speed Sounds' lesson. This is where children are taught a new sound. Each week children will learn 2-3 sounds, and will revisit previous sounds taught. The lesson follows the same pattern each day so children quickly become familiar with them.
- The first four activities prepare the children for reading the book.
- Reading Activity 1 This activity reinforces the sounds that are covered in the story. The children work in partners to quickly read the sounds at the front of the book.
- Reading Activity 2 In this activity the children practice their Fred talk reading words that they will meet in the book. chn l p n l ght m oo n. The teacher also uses my turn your turn to develop instant recognition of Red words. does all said Reading Activity 3 In activity 3 the teacher introduces the story in a way that engages the children.
- Reading Activity 4 This activity checks any vocabulary that the children maybe unfamiliar with. Keen fed up chunk.
- Activity 5 by the time the children reach Reading Activity 5 they have already read many of the words they will meet in the story, they are familiar with the storyline and are familiar with any new vocabulary. In this activity the children take turns to read the story. So Partner 1 points to the words, whilst partner 2 reads – the partners then swap at the bottom of each page. The teacher then reads the story to the children to model reading with fluency. The Children follow and 'jump in 'with the word when the teacher hesitates.
- Reading Activity 6 the children re read the story as in Activity 5. The children then Discuss and answer the Questions to talk about at the back of the book.
- Reading Activity 7 This activity focuses on reading with fluency and expression.

What is Accelerated Reader (AR)?

AR is a computer programme which helps teachers manage and monitor children's independent reading practice. A child picks a book at his or her own level and reads it at his or her own pace. When finished, your child takes a short quiz on the school-based AR website - doing well in the quiz is an indication that a child has understood what has been read.

Teachers may assist pupils by:

- guiding them to books appropriate to their ability and interests
- challenging them to read a wider range of stories
- providing opportunities for your child to read, share reading or be read to

Since children are reading books at their own reading and interest levels, most children are likely to be successful and enjoy the books and quizzes. Best of all, they learn and grow at their own pace.

What an AR session looks like the following to show a 'Love of Reading'

Teachers and support staff must be reading with individual children.

In some cases there may be scope to pre read a section of the guided reading text for less confident readers.

Children should be encouraged to try to decode words or look at context to read unfamiliar words.

Staff should briefly question the child about the content of their book using skills identified.

Children should be reading independently, with older children recording in their reading diaries.

Children who have completed books should be taking their reading quiz and then changing their books during the AR session, or within that same day.

Children should choose a book from within their ZPD range by looking at the cover, reading the blurb and doing the 5 finger reading test as follows.

The five finger rule is a quick and easy way for your child to check if a book is suitable to read on their own. Before they start, ask them to turn to a random page in the book and read it. For every word that they don't know, they should hold up a finger. Your child can use the following guidelines according to how many fingers they hold up:

0 or 1 – Most probably too easy for your child.

2 – A good choice that will give your child a reasonable challenge and allow them to learn new words.

3 – Your child might need some help, but still a good choice if they're up for a challenge.

4 – May be too difficult for your child to read on their own. If you are on hand to give them help or read along with them it can be suitable, but if they are reading on their own, choose a different book.



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5 – Most probably a bit too advanced, try a different book.

Staff may advise within that range.

Reading diaries and teacher records should be completed and kept up to date.

Home reading evidence demonstrates that we must provide the opportunity for our children to read at school to maximise their fluency through pace, accuracy and expression.

What is a STAR Reading test?

STAR Reading is used to find out your child's reading level. It is a computer-based reading assessment programme that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child cannot answer a question or answers incorrectly, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 20 minutes with the first question allowing for 60 seconds and the remainder up to 120 seconds.

What is Read Write Inc.?

Read Write Inc. Phonics is a whole-school approach to teaching literacy for 4 to 9-year olds that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting using engaging partner work and drama. The online subscription provides planning and assessment support plus beautifully illustrated stories and poems.

Reading Assessment

This will be undertaken using the following.

- Star Reader to provide a bench mark standardised score.
- 6 weekly assessments using the Literacy and Language assessment provided for each year group.
- Cornerstones and Educator for ongoing formative and summative assessment using the recognised reading domains and KPIs.

Progression of knowledge and skills

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| <u>Birth to 11 months</u> | Enjoys looking at books and other printed material with familiar people. dd from the Unique Child Section of development matters please |
| <u>8-20 months</u> | Handles books and printed material with interest. |
| <u>16-26 months</u> | Interested in books and rhymes and may have favourites. |
| <u>22-36 months</u> | <ul style="list-style-type: none"> •Has some favourite stories, rhymes, songs, poems or jingles. •Repeats words or phrases from familiar stories. •Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. |
| <u>30-50 months</u> | Enjoys rhyming and rhythmic activities. <ul style="list-style-type: none"> •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. •Knows that print carries meaning and, in English, is read from left to right and top to bottom. |
| <u>40-60 months+</u> | <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. |



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| | | <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> |
| Year 1 | Word Reading | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading |
| | Comprehension | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them |
| Year 2 | Word Reading | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes |



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| | | <ul style="list-style-type: none"> • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading |
| | Comprehension | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves |
| Year 3/4 | Word Reading | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |
| | Comprehension | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of |



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| | | <p>purposes</p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |
| Year 5/6 | Word Reading | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet |
| | Comprehension | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key |



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| | | <p>details that support the main ideas</p> <ul style="list-style-type: none">• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views |
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