



NPSB Reading Menu



Why do we prioritise Reading at NPSB?

“A child who reads will be an adult who thinks” (-unknown). Reading is a tool for life as well as something to enjoy and escape into. It is essential that pupils not only learn to read confidently and fluently but have a love of reading. Our Reading curriculum aims to:

- develop a life-long love of reading that will allow pupils to access a range of opportunities in their lives.
- learn about our responsibility to the Global Family.
- develop pupils who are keen to take responsibility for their own learning using a virtues-led approach.
- give children the building blocks that they need to become well-rounded individuals.
- help to break down the barriers that they may face in life and to minimise and eliminate the gap for disadvantaged pupils.
- provide them with transferable and life-long skills that will prepare them for their future

Knowledge and Skills of a Reader:

Word reading, fluency and stamina: phonic knowledge and skills, exception words, prefixes and suffixes, root words (etymology and morphology), and understanding the meaning of words.

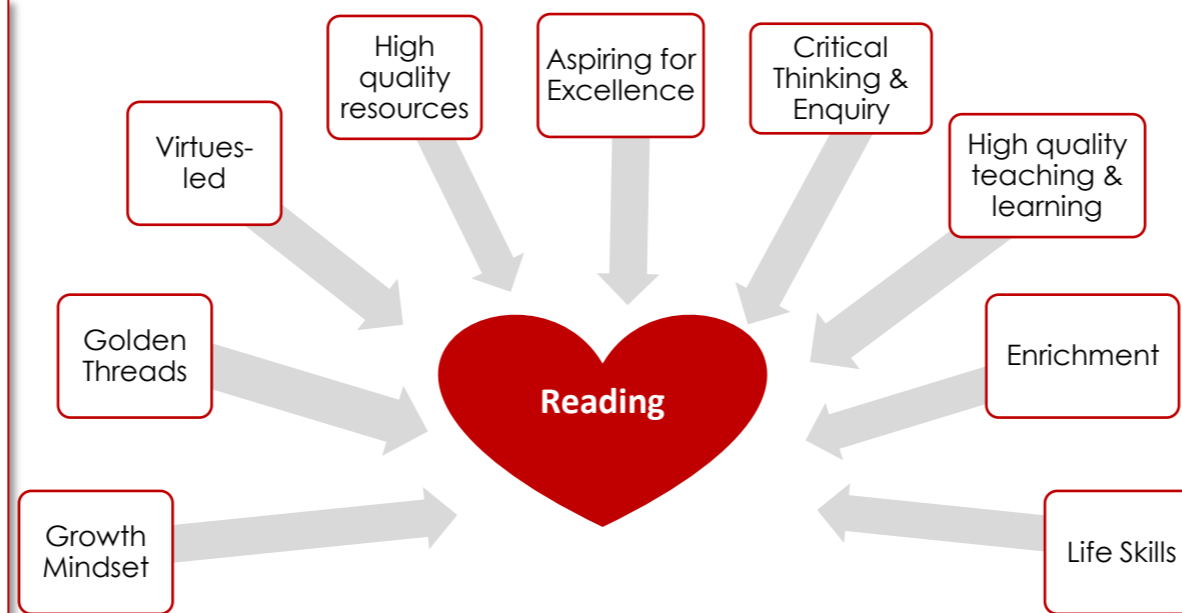
Comprehension: understanding the theme, conventions and content of texts.

Retrieve, infer, explain, predict, summarise and compare.

Appreciating an author's choice of words.

Identifying cohesion and structure within a text.

Reading for pleasure and reading for purpose.



Virtues Links

Creativity when forming images, ideas and opinions.

Resilience and **determination** to keep trying and persevering whilst learning to read and when developing our skills, knowledge and ideas.

Commitment to the importance of reading as a life skill.

Using **kindness** and **respect** to others when listening to others' ideas and opinions.

Striving for **excellence** and using **diligence** in all learning and outcomes by always trying our very best.

Golden Threads:

GT1 – Love & Forgiveness vs Enmity & Hate **GT2** – Peace & Collaboration vs Conflict & War **GT3** – Trust in ‘the Divine’ / ‘God’

Well-Structured	Ambitious & Inclusive	Life-Long Learners	Knowing more & remembering more	Subject knowledge and skills
<ul style="list-style-type: none"> • Well-sequenced progression of knowledge and skills document. • Reading content domain map for each year group. • ‘Quick Quizzes’ at the start of lessons to ensure retrieval skills and previous learning is revisited, revised and recapped to allow for ‘sticky’ learning. • Lesson expectation document that outlines effective ways to teach Reading. • High quality texts purposefully selected that give our students exposure to a range of authors and rich vocabulary. 	<ul style="list-style-type: none"> • Lessons led through a clear learning objectives to promote critical thinking and curiosity. • Higher-order questioning. • Children are active learners – everyone contributes to whole class reading whereby students work together to understand a text. • Mixed ability paired reading, choral reading (in groups), echo reading • Inclusive enrichment opportunities. For example, World Book Day, Get Caught Reading. 	<ul style="list-style-type: none"> • Golden Thread enquiry questions e.g. How has the author created the image of war? Was it easy for ___ to forgive ___? Which characters do you think contributed to the conflict and what were their roles in its escalation? • Analysis of texts linked to virtues and vices. • Leaders of learning • Creating global citizens – understanding our responsibility to our global family. • Enrichment opportunities that foster a love of reading: Get Caught Reading, DEAR Time, Class Novel/Story Time. 	<ul style="list-style-type: none"> • ‘Quick Quizzes’ at the start of lessons to ensure retrieval skills and previous learning is revisited, revised and recapped to allow for ‘sticky’ learning. • ‘Our Travelling Book Box’ is the opportunity for children to link current learning to previously taught skills and knowledge. It is important that our children remember their ‘reading journey’. • Cross-curricular reading opportunities and activities to encourage recall of key reading knowledge and skills. 	<ul style="list-style-type: none"> • High-quality teaching and learning • All staff involved in high-quality professional development and training. • High-quality questioning and enquiry questions. • Opportunities to revisit previously taught knowledge and skills. • Cross-curricular links and opportunities to apply previously taught reading knowledge and skills. • Key concepts are explicitly taught.