

Reading Across the Curriculum

Intent:

lifelong readers - reading for pleasure – wider curriculum access for all



At Frome Vale Academy, we celebrate reading across all years and see it as one of the main foundations in a child’s learning. In addition to this, we see that both fluency and enjoyment in reading are an integral part of a child’s academic progress and success. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.

At Frome Vale Academy it is our intention that our reading curriculum covers the key skills needed to become a great reader - understanding inference, retrieval of information, authorial intent, understanding of text layout to name a few. We put a high level of thought into the range of texts our children read, both within guided reading sessions and as independent readers, as our school encourages the use of a wide range of exciting and interesting vocabulary to develop our children’s understanding and communication skills. The curriculum aims to provide reading opportunities (fiction and non-fiction) linked to topic learning in all year groups.

	We are Mathematicians	We are Scientists	We are Historians	We are Geographers	We are Artists	We are Designers	We are Athletes	We are Frome Vale Citizens	We are Computer Scientists	We are Musicians	We are Philosophers
<p>Background Knowledge & Vocabulary: Children gain background knowledge and new vocabulary through the study of these subjects</p>	<p>At Frome Vale Academy, children acquire vocabulary and background knowledge through the study of all other curriculum subjects, which underpin their ability to access and comprehend a wide variety of reading material. Because of this, they are able to evaluate evidence drawn from a variety of information sources. They can explain and discuss their understanding of what they have read in a variety of ways including cross-curricular presentations or writing.</p> <p>Background Knowledge: A person's background knowledge, often called prior knowledge, is a collection of ‘abstracted residue’ that has been formed from all of life's experiences. We all, whether as a toddler or a centenarian, bring diverse bits of background knowledge —consciously or subconsciously—to every subsequent experience, and we use them to connect new information to old. Background knowledge is an essential component in learning because it helps us make sense of new ideas and experiences.</p> <p>Vocabulary: Vocabulary is the knowledge of words and word meanings. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.</p>										
<p>Decoding: Children use their decoding and phonological awareness skills to access the curriculum</p>	Lesson designs and lesson content	Lesson designs and lesson content	Lesson designs and lesson content	Lesson designs and lesson content	Lesson designs and lesson content	Lesson designs and lesson content	Real PE posters are introduced and discussed in each lesson	Lesson designs and lesson content	Lesson designs and lesson content	Lesson designs and lesson content	Lesson designs and lesson content
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary		Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Problem solving and	Research into own questions (asking &	Written primary and secondary sources –	Use maps, atlases, globes and		Reading product briefs	Real PE posters are	Jigsaw songs	E-safety rules		Written primary and secondary

	reasoning word problems Complex Nrich problems Pixl assessment materials and therapies	answering questions) Recognise when and how secondary sources might help them to answer questions	evaluation, interrogation Independent research - books, digital sources	digital/computer mapping to locate countries Human geography: information sources and independent research	Artist appreciation study		available in the indoor and outdoor PE environment where learners can use their reading skills to refer to PE skills covered to evaluate their progress Share physical/active themed books in class e.g. STOMP. Use decoding for new words e.g. stamina	Written lesson materials	revisited in each lesson Pupils actively segment and blend when both typing and reading from computer screens when accessing digital literacy units Pupils segment and blend when reading written algorithms (step-by-step instructions) in both programs that work by following algorithms and unplugged activities such as Barefoot units.	Assigning meaning to symbols Songs; Rhymes Phase 1 – echoing beats, rhymes, rhythm	sources – evaluation, interrogation Independent research - books, digital sources Stories, myths & legends, religious texts
Comprehension <u>ion</u> Children practise a variety of reading skills	Vocabulary: Develop an understanding of key mathematical	Retrieval: Use retrieval skills to gather and present findings.	Vocabulary: Use and define subject specific vocabulary accurately.	Vocabulary: Use subject and define specific vocabulary accurately.	Retrieval: Use retrieval skills to gather and present	Vocabulary: use recently introduced vocabulary during explanations	Vocabulary : give definitions of the REAL PE cog words		Vocabulary : understand the words that represent		

<p>across the curriculum</p>	<p>vocabulary across all ages</p> <p>Retrieval: find key information in contextual questions</p> <p>Inference: pupils develop noticing skills through exploration of pattern</p> <p>Explanation: explain what the question is asking and which are key words or phrases</p> <p>Summarise: paraphrase and reframe questions to aid understanding</p>	<p>Predict: Be able to use the language of prediction and known information to predict the outcome of investigations.</p> <p>Infer: infer reason for results</p> <p>Explain: Explain results and explain how knowledge/information supports results.</p> <p>Vocabulary: use scientifically accurate language to explain findings; explain what words could mean based on a visual / practical context.</p> <p>Summarise findings (in WS / K assessment) and explain.</p>	<p>Retrieval: Use retrieval skills to gather and present information relevant to the subject areas</p> <p>Inference: Children use 'Notice, Infer, Wonder' exercises to practise their comprehension skills</p> <p>Inference: Children interrogate primary and secondary sources and other written materials</p> <p>Explanation: Assessment task: Explain clearly to answer the unit question, using all gathered information</p> <p>Summarise: Choose the most reliable information to</p>	<p>Retrieval: Use retrieval skills to gather and later present information relevant to the subject area</p> <p>Explanation: Assessment task: Explain clearly to answer the unit question, using all gathered information</p> <p>Inference: infer from a fact one thing based on another.</p>	<p>information related to specific artists</p> <p>Vocabulary: new vocabulary introduced based on unit.</p> <p>Inference: read about a particular artist and then apply this to practical task/piece of art</p> <p>Explain: Why has the artist done this? What impact/purpose does it have?</p> <p>Summarise: Summarise key concepts about an artist and apply this to their own</p>	<p>of designs and features.</p> <p>Retrieval: use retrieval skills to gather information around specific focus/unit and apply this knowledge to design.</p> <p>Explain: Explain the purpose of design based on information gathered/read</p> <p>Predict: What might happen when testing their design/prototype</p>	<p>and encourage children to use these words or synonyms for them during lessons and reviews.</p> <p>Access non-fiction books. Use glossary and index to develop vocab and make connections with PE e.g. healthy eating, nutrition, exercise, skeleton and muscles plus body systems (digestion, circulation, respiration).</p> <p>Retrieval: read articles or texts about athletes,</p>		<p>the ideas or concepts / supports the learning a third language</p> <p>Infer: requires readers to make text-based inferences in order to understand what is implied and fill in the gaps</p> <p>Predict: encourage children to make logical predictions is by prompting them to look at what has already happened</p> <p>Explain: use logical reasoning to explain how something works and to detect and correct</p>		
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			summarise the most effectively.		work/explanations. Note taking		sports and topical or historical sporting events and be able to use skimming and scanning skills to locate answers to questions. Recall parts of the REAL PE stories during the lesson (KS1). Explain: Use information gathered in reading to explain body processes such as the function of the heart, converting oxygen to energy or how muscles work.		errors in algorithms and programs Retrieve: purposefully to create, organise, store, manipulate and retrieve digital content and information. Summarise information found and present in own.		
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							Summarise : KS1 retell the stories in their own words.				
I am a Reader lessons to enable additional research and curriculum enrichment	<p>I am a Reader lessons in all year groups have a balance between fiction and non-fiction texts. These are selected to link to wider curriculum subjects studied that term, with a particular emphasis on Science, History and Geography. This means that Frome Vale Academy pupils are exposed to a wide range of reading material thus preparing them to become lifelong readers, but also enables teachers to deliver wider curriculum knowledge in whole-class and group reading sessions.</p> <p>Resources: Literacy Shed Comprehension Plus (non-fiction units matching wider curriculum areas) Pixl Cracking Comprehension Rising Stars Vocabulary</p>										
I am a Writer	<p>Across the school, at least three of the high-quality texts selected for whole-class writing stimulus provide meaningful links with at least one of wider curriculum subjects. This means that Frome Vale Academy pupils are exposed to a wide range of reading material thus preparing them to become lifelong readers, but also enables teachers to facilitate wider curriculum links in whole-class writing sessions.</p> <p>Year 1: The Snail and the Whale (Science: Animals); Traction Man is Here (Science: Materials); The Tin Forest (Science: Plants) Year 2: Katie in London (Geography: locational knowledge); The Frog Prince (Science: Living things and their habitats environment); The Night Gardener (History: Victorian era, Victorian empire) Year 3: The Winter's Child (Science: The Water Cycle); The Flower by John Light (Science: Plants); King of the Sky by Nicola Davies (Geography: Contrasting study: England and the Mediterranean) Year 4: Arthur and the Golden Rope (History: The Vikings); Edison (Science: Electricity, DT: Electrical Systems); The Iron Man (DT: Structures); The Great Kapok Tree (Geography: South America) Year 5: Egyptian Cinderella (History: The New Kingdom); Armstrong (Science: Space); Rhythm of the Rain (Science: Meteorology); Escape from Pompeii (Art: Collage (mosaic), History: Roman Empire); Greta and the Giants (Geography: Climate Change) Year 6: The Tempest (art); The Firework Maker's Daughter (geography); Floodland (geography)</p>										

I am a Writer books linked to the wider curriculum:

Reception

Term 1	Term 2	Term 3	Term 4	Term 5

<p>Rosie's hat Seasonal changes – Science <i>Experience, observe and comment on the weather.</i></p> <p><i>Talk about clothes we wear in different weathers and why?</i></p>	<p>What we'll build Materials – Science <i>Use senses to explore a range of materials.</i> <i>Use language to compare materials.</i> <i>Make choices about different materials.</i></p>	<p>The Three Little Pigs What the Ladybird Heard Science – Animals - Pets - Farm animals <i>Make observations of living things</i></p>	<p>One Snowy Night – Science – Seasonal changes Jaspers Beanstalk – Science – Plants From Seed to Sunflower – Science – Plants <i>Help to take care of plants as they grow. Sort seeds and leaves by characteristics.</i></p>	<p>The Hungry Caterpillar – Science link – Lifecycles <i>- Name familiar living things and their young.</i></p> <p><i>- Experience looking after a living thing and describe a lifecycle in simple terms.</i> The Treasure Hunt – Geography link - Maps</p>
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Year 1

The snail and the Whale (science – animals)	Traction Man is here (science – materials)	The Tin Forest (science – plants)
<p>Science Name different animals from the groups fish, mammals, amphibians, reptiles, birds, including carnivores and herbivores.</p> <p>Describe common features of different animal types e.g., fins, wings, beaks, tails, eyes, skin-slimy, dry etc.</p> <p>Geography - physical: highland (mountainous, hills, river) lowland (flat, valley, river), coastal (cliffs, beaches, bays) - land use: rural (farm, countryside, village) and urban areas (town, city).</p>	<p>Science Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses.</p> <p>Explain why materials are chosen for specific tasks based on their properties. For example, wool for clothing, glass for windows, wood for tables, metal for bridges.</p> <p>Become aware that some materials are natural, and some are man-made.</p> <p>Geography: Locational Knowledge of school and immediate area</p>	<p>Science What plants need to grow and survive and stay healthy – growing seeds/beans/cress/sunflowers</p> <p>Name the main parts of a plant and know they make their own food.</p> <p>Geography How can we identify manmade and natural features?</p> <p>Skills: use simple field work and observational skills to produce a map and create key.</p>

<p>Art 3D - exploration of variety of malleable materials.</p>	<p>Know the location of the school, naming road name, immediate area</p> <p>DT</p> <p>Designers: Structures</p> <p>Structures – discover, define, develop, deliver, and evolve for a tower.</p>	<p>- physical: highland (mountainous, hills, river) lowland (flat, valley, river), coastal (cliffs, beaches, bays)</p> <p>- land use: rural (farm, countryside,</p>
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Year 2

<p>The Night Gardener (History: Victorian era, Victorian empire)</p>	<p>Katie in London (Geography: locational knowledge)</p>	<p>The Frog Prince (Science: Living things and their habitats environment);</p>	<p>The Egg Box Dragon (Designers)</p>
<p>Cultural, social and economic aspects of children’s lives;</p> <p>Linked history objectives:</p> <p>Rise of inequality in Britain; Workhouses introduced in 1850; 1842 – Mines act – stopped children under 10 working in mines; 1844 – Factory Act stops children under 13 working more than 6.5 hours a day; Vote in Britain: 1832 – middle class gets vote, 1867 – reform act extends right to vote, 1884 – all men over 21, 1918 – women get vote); 1880 - Education for children compulsory; main industries in Bristol are tobacco and cigarette manufacture and paper and engineering;</p>	<p>Locational knowledge of England</p> <p>Linked geography objectives:</p> <p>Know the location of the school and home within UK region (South-west)</p> <p>Know the regions of the UK (North-east, North-west, Yorkshire & Humber, East Midlands, West Midlands, East Anglia, London, South-east, South-west).</p> <p>Know major waterways in the region (South-west: Avon, Severn Estuary).</p>	<p>Biology: All organisms are classified based on how closely related they are on the tree of life Organisms interact with each other and with their environment Species arise, change, and become extinct over time</p> <p>Linked science objectives:</p> <p>Habitats:</p> <p>Living things live in environments to which they are particularly suited.</p> <p>Find out about and describe basic needs of animals, including humans, for survival (water, food and air).</p>	<p>The use of mechanisms in design</p> <p>Linked DT objectives:</p> <p>Identify, explore and understand:</p> <p>- mechanisms used to create movement in a product.</p> <p>- hinges or pivots, that are called fulcrums, within products. • A lever is a rigid bar resting on a hinge or pivot, used to move a load with one end when pressure is applied to the other.</p> <p>• A slider is a rigid bar, which moves backwards and forwards along a straight line.</p>

Unlike a lever, a slider does not have a pivot point.

Year 3

The Winter's Child (Science: The Water Cycle)	The Flower by John Light (Science: Plants)	King of the Sky by Nicola Davies (Geography: Contrasting study: England and the Mediterranean)
<p>Explore heating/cooling of water through text.</p> <p>Explore the water cycle process when innovating the story ('Spring's Child')</p> <p>Linked science objectives:</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Observe that some materials change state when they are heated or cooled</p>	<p>Explore the life-cycle of a flowering plant through the text. What happens when seeds are planted? Where do seeds come from?</p> <p>Instruction writing: how to grow a flowering plant</p> <p>Linked science objectives:</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Identify and describe the functions of different parts of flowering plants.</p>	<p>Explore travelling from Italy to the UK (Wales).</p> <p>Understand differences in climate, physical and human geography.</p> <p>Linked geography objectives:</p> <p>Know location of Mediterranean countries</p> <p>Know geographical similarities and differences through the study of physical geography:</p> <p>- Physical: Biomes and vegetation belts, climate zones</p>

Year 4

Arthur and the Golden Rope (History: Anglo Saxons and Vikings)	Edison (Science: Electricity)	The Great Kapok Tree (Geography: South America)
<p>History: Cultural beliefs and pagan gods (Thor), magic and spells. Geographical location – where Vikings came from.</p> <p>Social and economic: villages such as reconstruction at West Stow, burial grounds.</p> <p>Hierarchy: kingdoms, rulers, monasteries.</p>	<p>Science: Identify appliances that run on electricity</p> <p>Construct a simple circuit and name the parts</p> <p>Designers: Ignition activity – create vessels that are water-tight.</p>	<p>Geography: Physical: Biomes and vegetation belts, climate zones, topography</p> <p>Know geographical similarities and differences through the study of human geography:</p> <p>Identify the different land use patterns within each area using maps and images (recreational, transport, agricultural, residential and</p>

<p>Art: Create clay Viking faces. Use inspiration from images in the book.</p> <ul style="list-style-type: none"> • Secure work to continue later. • Record media explorations to develop ideas. <p>Use a sketchbook to plan, collect and develop ideas, including patterns and mark making designs.</p>		<p>commercial) and understand that aspects have changed over time.</p> <p>- Identify economic activity including trade links, and the distribution of natural resources including energy, food, minerals</p> <p>Skills – use globes and atlases.</p>
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Year 5

Egyptian Cinderella (History; Ancient Egypt)	Rhythm of the Rain (Geography: Rivers. Science: Water Cycle)	Escape from Pompeii (History: Ancient Rome)	Amstrong (Science: Physics: Space)
<p>Linked to the study of Ancient Egyptian society.</p> <p>Role of females in society pharaoh (Hatshepsut)</p> <p>Everyday life (tomb paintings)</p>	<p>Link to the study of the water cycle and rivers. Possible DT project,</p> <p>Meteorology</p> <p>The water cycle (review from Year 3): evaporation, condensation, precipitation</p> <p>Clouds: cirrus, stratus, cumulus (review from Year 3)</p> <p>Geography Skills and Fieldwork</p> <p>Water Cycles</p> <p>Understand the water cycle & Rivers</p>	<p>Linked to the study of life in Ancient Rome.</p> <p>Pompeii is a museum- study artefacts. What can you tell about their lives from what is left behind.</p> <p>Extra Read Ilona the Slave</p>	<p>Astronomy:</p> <p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p>

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Year 6

The Tempest (art)	The Firework Maker's Daughter (geography)	Floodland (geography)
<p>In the ignition activity, we create a piece of art using acrylic paints to illustrate the opening storm scene. This involves selecting and mixing colours to create the appropriate mood in the art.</p> <p>Linked art objectives:</p> <p>Use acrylic paint;</p> <ul style="list-style-type: none"> • Create a painting from a drawing. <ul style="list-style-type: none"> • Mix and match colour, shades, tints and tones to create atmosphere and light effects. • Recognise the 'hue' and how this effects the mood. 	<p>The story centres around a journey to a volcano, Mount Merapi. Our innovated writing is a retelling of a scene set inside a volcano, where the use of terms such a magma and lava feature.</p> <p>Linked geography objectives:</p> <ul style="list-style-type: none"> • Volcanoes: Magma, lava and lava flow; • Active, dormant and extinct; • Famous volcanoes: Vesuvius, Krakatoa, Mount St. Helens 	<p>The story is set in a world being destroyed by rising sea levels. As we read, we discuss what the causes for this might be. The geography unit involves identifying areas in the UK which are likely to be affected by rising sea levels linked to climate change and Norfolk (the book setting) is one of the places identified.</p> <p>Linked geography objectives:</p> <ul style="list-style-type: none"> • The world's climate is currently changing. • Currently the climate is getting hotter. • A warmer climate leads to increased rainfall, changing seasons, shrinking sea ice, rising sea levels. • Climate change impacts upon wildlife and people.