

Reading at Brownlow Fold



Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

Reading has a central place in education and society. A high-quality education in reading ensures that pupils can read fluently, with understanding and enjoyment, so that they can access the breadth of the curriculum and the wider world. Through reading, pupils develop culturally, emotionally, intellectually, socially and spiritually. Exposure to literature, in particular, enriches pupils' language, imagination and sense of identity, while opening doors to different times, places and perspectives.

Reading also enables pupils to acquire knowledge, to build on what they already know, and to become independent learners. It lays the foundation for critical thinking, informed discussion, and full participation in society. Pupils who do not learn to read fluently and confidently are disadvantaged in their learning and risk being excluded from opportunities in later life.

All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum reading specific aims are to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

National Curriculum and Early Reading and Phonics:

The National Curriculum emphasises the importance of early reading as the foundation for pupils' future learning. At the earliest stages, the focus is on developing **word reading** through the systematic teaching of **phonics**, alongside early comprehension.

Word Reading

Skilled word reading involves two key processes:

- The rapid decoding of unfamiliar printed words.
- The fluent recognition of familiar printed words.

Both are underpinned by the essential understanding that the letters on a page represent the sounds in spoken words. Pupils' knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their success in both reading and spelling.

Phonics

A vital element of early reading is the early and successful teaching of phonics. The National Curriculum requires that phonics is taught as the prime approach to reading, as it gives children the key to unlocking the alphabetic code for both reading and spelling.

Pupils are taught to:

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.
- Blend sounds in order to read words accurately.
- Read common exception words that cannot be fully decoded using phonics.
- Read aloud books closely matched to their phonic knowledge, building both fluency and confidence.

At Brownlow Fold School, daily phonics sessions begin as soon as children start in Reception. Phonics is also prioritised for pupils of all ages who are still learning to read. Lessons include reading books matched to children's phonic stage, practising handwriting and spelling, and writing sentences from dictation. Phonemic awareness develops rapidly as children learn to read and write letters.

Phonics is delivered through high-quality whole-class or small-group teaching, with additional 1:1 support for pupils at risk of falling behind. Adaptations are made for children with SEND, tailored to meet each individual's needs.

Comprehension alongside Phonics

While phonics provides the foundation for word reading, comprehension is developed in parallel. Pupils build comprehension through listening to and discussing a wide range of high-quality stories, poems, rhymes and non-fiction texts. These experiences broaden vocabulary, strengthen language knowledge, and foster a love of reading.

Within the Early Years and across Key Stage 1, early reading is supported by the wider development of listening skills, vocabulary, and language knowledge, which provide the foundations for fluent reading and understanding.

Phonics Beyond Year 2

For children who do not pass the phonics screening check in Year 1, or the resit in Year 2, daily phonics teaching continues as a core part of their provision. This is essential because secure knowledge of the alphabetic code underpins all aspects of reading and spelling. Without this foundation, children are at risk of struggling with fluency, comprehension, and access to the wider curriculum.

Continued daily phonics provides these pupils with structured opportunities to close gaps in their learning. It ensures they can confidently decode unfamiliar words, recognise familiar words quickly, and begin to read with greater accuracy and fluency. This support is vital not only for their progress in English but also for their ability to succeed across all subjects, as reading is the gateway to the curriculum.

By maintaining high-quality, targeted phonics teaching for older pupils who still need it, Brownlow Fold ensures that no child is left behind in the essential skill of reading, and that every learner has the opportunity to develop into a fluent, confident and motivated reader.

In Key Stage Two, the Read Write Inc. Fresh Start programme is used to support pupils who require continued phonics instruction to develop their reading, writing and spelling skills. The programme provides a systematic and structured approach to phonics, ensuring pupils quickly revisit and secure sound–spelling correspondences while building fluency and confidence. Through daily, fast-paced lessons, pupils practise decoding, blending and encoding, alongside developing comprehension and vocabulary, enabling them to close gaps in learning and make accelerated progress towards age-related expectations.

Drop Everything and Read (DEAR) time is used across classes to promote a love of reading and develop reading fluency and stamina. During this daily session, pupils read every day and are encouraged to choose freely from a range of texts, including library books, school reading books or personal reading materials. This dedicated time allows children to engage with reading for pleasure, while teachers use the opportunity to listen to pupils read, offer support where needed and model and share an enjoyment of reading, helping to foster positive reading habits and a lifelong love of books.

NB: Refer to the strategic overview for detailed information linking to Phonics and Early Reading.

National Curriculum and Key stage 1 and 2:

At Key Stages 1 and 2, the teaching of reading is built around two key dimensions: **word reading** and **comprehension** (through both listening and reading). High-quality reading provision ensures that pupils make secure progress in both dimensions, while recognising that each requires distinct teaching approaches.

Word Reading

- Skilled word reading combines two core processes:
 - The rapid decoding of unfamiliar words.
 - The fluent recognition of familiar words.
- Early reading instruction must emphasise **systematic phonics**, as pupils need to understand that letters on the page represent the sounds in spoken words.
- Mastery of these skills is the foundation for reading fluency and later comprehension.

Comprehension

- Good comprehension is underpinned by:
 - **Linguistic knowledge** (especially vocabulary and grammar).
 - **World knowledge**, which enables pupils to connect texts to wider contexts.
- Comprehension grows through:
 - High-quality talk and discussion with teachers and peers.
 - Exposure to a wide range of texts, including stories, poetry, and non-fiction.
- Pupils should be encouraged to read widely and often to:
 - Develop knowledge of themselves and the world.
 - Foster a lifelong appreciation and love of reading.
 - Strengthen subject knowledge across the curriculum.
 - Expand vocabulary and imagination, encountering words and ideas beyond everyday speech.

Pupils should be encouraged to read widely and often, both for pleasure and for learning. This enables them to deepen their knowledge of themselves and the world they live in, while fostering a lifelong appreciation and love of reading. Reading widely also strengthens subject knowledge across the curriculum and expands vocabulary, as pupils encounter words and concepts that may not arise in everyday speech. In addition, it fuels imagination and provides children with access to new ideas, perspectives and experiences.

Strategic Focus:

At Brownlow Fold, the strategic goal for reading is clear: by the end of primary education, all pupils must be able to read fluently, confidently and with understanding. Achieving this will ensure they are fully equipped to access the curriculum in secondary education and to thrive as independent learners.

Foundational Knowledge for Reading:

At Brownlow Fold, our curriculum is built on the principle that secure foundational knowledge underpins all future learning. In reading, this means prioritising the essential building blocks that allow every child to become a fluent, confident and motivated reader.

In the primary phase, pupils are given repeated opportunities to acquire, revisit and apply the core skills of **phonics, word recognition, vocabulary, fluency and comprehension**. Systematic phonics teaching provides the foundation for word reading, while regular opportunities to discuss and explore high-quality texts strengthen language development and deepen understanding, with writing and reading lessons, and the wider curriculum.

Learning is carefully sequenced so that knowledge is secured, recalled and applied with increasing independence. By ensuring these foundations are firmly in place, no child is left behind in developing the literacy skills that are vital for success across the wider curriculum and in later life.

Addressing the Needs of the Bottom 20% in Reading

At Brownlow Fold we place a particular emphasis on supporting the lowest 20% of readers. We offer targeted support for the bottom 20% in reading because fluency is essential for accessing the wider curriculum. Without secure reading skills, pupils risk falling behind across all subjects. Early identification and intervention ensure that children receive the support they need to close gaps, build confidence, and develop positive attitudes towards reading.

Key features of our approach to support the bottom 20% readers:

- **Systematic use of assessment** – to monitor progress closely and highlight gaps in knowledge and skills.
- **Structured interventions** – including additional phonics, precision teaching, and guided reading tailored to need.
- **Skilled adult support** – deploying trained staff to deliver intensive, high-quality teaching.
- **Motivation and engagement** – fostering positive attitudes to reading through carefully chosen texts that are both accessible and enjoyable.
- **1:1 readers – priority for bottom 20% readers** - ensuring children consolidate their phonics knowledge, apply skills in context, and move towards becoming fluent, confident readers who enjoy books and stories.

Listening to Children Read Daily

Listening to children read every day is a vital part of our approach to all: early reading, reading beyond key stage 1, and fluency. It allows teachers and support staff to:

- **Provide immediate feedback** – Mispronunciations, decoding errors or hesitations can be corrected straight away, preventing misconceptions from becoming embedded.

- **Develop fluency and expression** – Daily practice builds accuracy, pace and intonation, helping children to read with meaning and understanding rather than simply decoding words.
- **Strengthen comprehension** – Adults can question pupils about what they have read, encouraging them to make predictions, explain vocabulary, and discuss characters or ideas.
- **Build confidence and motivation** – Regular opportunities to succeed, with encouragement from an adult, promote self-belief and a positive attitude towards reading.
- **Ensure progress is monitored** – Teachers gain ongoing insight into a child's strengths and areas for development, so that interventions and next steps can be targeted effectively.
- **Promote equity** – For children who may not read regularly at home, daily reading in school ensures that they still receive the practice they need to make rapid progress.

By embedding daily reading practice, we ensure that children consolidate their phonics knowledge, apply skills in context, and move towards becoming fluent, confident readers who enjoy books and stories.

Additional Strategies for Listening to Children Read

- **Reading Volunteers and Parent Helpers**
Trained volunteers or parents can listen to children read on a rota basis, providing additional opportunities for practice and encouragement.
- **Peer Reading / Reading Buddies**
Older pupils are paired with younger ones to listen to their reading. This not only increases frequency but also develops responsibility and role-modelling for older children.
- **Support Staff & Intervention Groups**
Teaching assistants and intervention staff prioritise daily 1:1 or small-group reading for children who need extra support, outside of the whole-class timetable. This time is protected to ensure consistency.
- **Integration Across the Curriculum**
Encourage reading aloud in other subjects (e.g. reading a word problem in maths, instructions in DT, or a passage in history). This increases the amount of time adults can hear children reading beyond English lessons.
- **Reading Corners & Independent Choice**
When children choose to read independently, staff can circulate and listen in for a few minutes to individual readers, maximising informal listening opportunities.
- **Targeted Reading Logs & Monitoring**
Staff can keep simple records of who has been listened to each day/week to ensure all children, particularly the quieter or more reluctant readers, are consistently supported.
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Bug Club Comprehension – Key Stage 2

Curriculum Design, Methodology, Pedagogy and Teaching Approaches



Curriculum Design:

At Brownlow Fold, **Bug Club Comprehension** forms a central part of our reading curriculum in Key Stage 2. It provides a **structured and talk-based approach** to teaching comprehension, underpinned by high-quality texts that expose pupils to a wide variety of genres and styles. This directly supports the National Curriculum aim for pupils to *“develop the habit of reading widely and often, for both pleasure and information”* and the wider purpose of study that *“through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.”*

The programme is carefully sequenced to run across **30 weeks of teaching per year group**, organised into ten weeks per term. Each week is anchored by a key text, studied over one to five weeks depending on its complexity and richness. This balance ensures pupils experience both breadth and depth in their reading, building cultural capital as well as reading stamina.

A distinctive feature of Bug Club Comprehension is its **five-day teaching cycle**, which explicitly teaches pupils the strategies needed to read with depth and understanding. Through this cycle, pupils are not only taught to understand what they read but also how to think critically, question effectively, and reason like independent readers. Each stage of the cycle provides opportunities for structured talk, independent application, and formative assessment, ensuring that pupils progressively embed key comprehension strategies across the year.

In this way, our curriculum design ensures that pupils at Brownlow Fold develop the fluency, confidence, and comprehension needed to thrive as readers, while also nurturing their enjoyment of literature and their ability to use reading as a tool for learning across the curriculum.

Methodology

The methodology for Bug Club Comprehension at Brownlow Fold is carefully designed to provide a consistent, structured approach to the teaching of reading, ensuring pupils develop the vocabulary, strategies, and discussion skills needed to become fluent, reflective and independent readers.

- **Texts as Anchors:** Each unit is centred on a rich text (fiction or non-fiction), which forms the basis for vocabulary study, discussion, and written outcomes. Texts are chosen to challenge pupils, broaden their knowledge, and develop cultural capital.

- **Structured Five-Day Cycle**

Day 1 – Vocabulary and Clarifying: Pupils are introduced to key words and phrases to remove barriers to comprehension (see section about Explicit Teaching of Vocabulary for more information)

Day 2 – Pre-Reading and Questioning: Pupils access the text independently, in pairs, or with adult support, recording responses to three core questions (*looking, clue, and thinking*) and generating their own questions.

Day 3 – Talk and Discussion: The class engage in whole-group discussion, speaking directly to one another and building on ideas. Teachers use prompts to extend talk and formatively assess comprehension.

Day 4 – Reflection and Application: Pupils revisit the core questions, showing how their understanding has developed. Independent or paired tasks in workbooks consolidate strategies.

Day 5 – Writing for Comprehension: A follow-up written activity targets key comprehension strategies. Differentiated tasks ('support' and 'extend') ensure that all pupils are challenged appropriately.

Explicit Teaching of Strategies: Pupils are taught and apply **eight key learning strategies**: clarifying, predicting, summarising, questioning, making connections, visualising, inferring, and evaluating. These strategies are revisited and reinforced across the cycle to embed understanding.

Three-question approach to prompt deeper thinking

1. **Looking Question:** Assesses literal comprehension, what is directly in the text.
2. **Clue Question:** Prompts inferences, encouraging children to make connections and go beyond the literal.
3. **Thinking Question:** Fosters deep comprehension by encouraging children to connect the text to their own lives and the wider world.

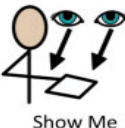
Talk-Based Approach: At the heart of the methodology is structured talk. Pupils are expected to listen actively, explain their thinking, respond to others, and build reasoned arguments. This aligns with the National Curriculum aim for pupils to *“use discussion in order to learn”* and to *“elaborate and explain clearly their understanding and ideas.”*

Formative assessment is embedded throughout the approach, with teachers using daily observation, questioning, and pupil work to identify progress and misconceptions. This ongoing assessment informs adaptive teaching, ensuring that all pupils – including those with SEND and those working at greater depth – receive the right level of support and challenge to maximise their progress.

This methodology ensures pupils develop as confident, critical, and reflective readers. By engaging with rich texts, applying comprehension strategies, and participating in structured talk and writing activities, pupils build fluency, deepen understanding, and develop a lifelong love of reading. By the end of Key Stage 2, pupils at Brownlow Fold should be fully prepared to access the curriculum at secondary level and beyond.

Pedagogical Approach: Principles of Direct Instruction

At Brownlow Fold, our teaching is underpinned by the **Principles of Direct Instruction**: clear modelling, guided practice, frequent checking for understanding, and scaffolded support.

<u>Review:</u> Each lesson contains a short review of previous learning to strengthen connections and recall. 	<u>Modelling & Explanations:</u> Models and worked examples are provided to demonstrate learning in action (I DO) 	<u>Guided Practice:</u> Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts (WE DO) 	<u>Checking for Understanding:</u> The teachers continuously check for understanding by asking questions and giving feedback. 	<u>Independent Practice:</u> The teacher monitors independent practice, ensuring learning become automatic (YOU DO) 
<u>Small Steps:</u> New material is presented in small steps with opportunities to practise, reducing cognitive overload. 	<u>Questioning:</u> Children are asked lots of questions and responses checked for pupil understanding. 	<u>Scaffolding:</u> The teacher provides temporary support and scaffolds for difficult tasks which is gradually removed. 	<u>High Success Rate:</u> Aim for a high success rate during instruction to build confidence and to promote motivation. 	<u>Review:</u> The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall. 

At **Brownlow Fold**, our approach to teaching is rooted on clarity, structure, and high expectations for every learner. At Brownlow Fold, the structured, talk-based methodology of Bug Club Comprehension aligns closely with the **Principles of Direct Instruction**, ensuring that teaching is explicit, systematic, and accessible to all learners.

- **Review and Retrieval** – Each Bug Club session builds on prior knowledge of vocabulary and comprehension strategies. Daily and weekly reviews within the cycle mirror the principle of retrieval practice, strengthening connections and promoting automatic recall of strategies.
- **Modelling and Explanations** – Teachers model the use of comprehension strategies (e.g. clarifying, predicting, inferring) through worked examples and guided questioning. This clear demonstration reduces cognitive load and makes abstract strategies visible to pupils.
- **Guided Practice and Scaffolding** – In Days 2–4 of the cycle, pupils practise strategies with teacher support. Scaffolds such as prompts, sentence stems, and guided questions are provided, and gradually withdrawn as pupils gain independence.

- **Checking for Understanding** – Across discussion tasks, workbook activities, and questioning, teachers continuously check understanding and address misconceptions immediately. This ensures pupils are secure before moving to the next stage.
- **Independent Practice and High Success Rate** – On Day 5, pupils apply comprehension strategies in a written task. Teachers monitor and provide feedback, aiming for high success so that pupils build confidence, motivation, and independence.
- **Small Steps** – The five-day structure breaks down the comprehension process into manageable stages: vocabulary, pre-reading, discussion, reflection, and application. This incremental approach supports cognitive development and sustained progress.

Through this alignment, Bug Club Comprehension is not only a **talk-rich, strategy-based programme**, but also firmly rooted in the **principles of effective teaching**. This ensures that pupils are given the modelling, practice, support, and review they need to become fluent, confident, and reflective readers.

Adaptive Teaching

At Brownlow, we are committed to providing every pupil with the opportunity to experience success. Our whole-school approach ensures that:

- **Lessons are adapted**, while maintaining **high expectations**, so that all pupils are supported to meet the same ambitious outcomes.
- **New content is carefully balanced**, enabling pupils to secure mastery of key concepts before progressing.
- **Learning support staff are deployed effectively**, maximising the impact of targeted support.
- **Provision is quality assured**, with external validation including DAQM (November 2024) and BPTAA (July 2025).

All pupils access the **same broad and ambitious curriculum**, with **scaffolds provided where needed** to ensure equity and high achievement. This approach not only raises attainment but also raises aspirations for all learners.

Teachers use a range of strategies tailored to pupils' needs, while also making **in-the-moment adaptations**—for example, adjusting language, clarifying tasks, re-explaining concepts, or presenting information in a different way.

Adaptive Teaching in Bug Club Comprehension: Additional Support

At Brownlow, our commitment to adaptive teaching is fully embedded within Bug Club Comprehension. While the programme provides a consistent, structured approach, teachers adapt lessons in real time to ensure that all pupils are able to access, engage with, and succeed in their reading.

This can look like:

Vocabulary Clarification (Day 1)

- Some pupils may receive additional pre-teaching of key vocabulary, using visuals, actions or simplified explanations to remove barriers to comprehension.
- More confident readers may be challenged to explore synonyms, word origins, or how vocabulary is used in different contexts.

Pre-Reading and Questioning (Day 2)

- Pupils who need extra support might listen to the audio version of the text or read alongside an adult/peer.
- Teachers can adjust the level of questioning: rephrasing the three core questions (*looking, clue, thinking*) or providing sentence stems to scaffold responses.
- More able readers can be encouraged to generate higher-order questions that deepen discussion.

Talk and Discussion (Day 3)

- Teachers adapt by ensuring that all pupils contribute, perhaps by pairing quieter pupils with talk partners or giving additional thinking time.
- Learning support staff can facilitate small-group discussions, ensuring pupils with SEND or lower confidence can participate meaningfully.
- Extension prompts may be provided to challenge pupils to justify their thinking with evidence from the text.

Reflection and Application (Day 4)

- Tasks may be adapted by reducing the amount of text to work with, providing writing frames, or breaking down multi-step activities into smaller chunks.
- Pupils working at greater depth can be encouraged to compare their reflections with alternative perspectives or link to wider knowledge.

Written Comprehension (Day 5)

- Adaptive teaching here may involve providing sentence starters, word banks, or graphic organisers for pupils who need more structure.
- Pupils working securely can be extended through “stretch” writing tasks requiring them to synthesise multiple strategies (e.g. inference and evaluation together).

Ongoing In-the-Moment Adaptations

- Teachers and support staff continuously check for understanding, clarifying instructions, re-explaining concepts, or modelling strategies again when needed.
- Adaptations are responsive, ensuring no pupil is left behind while maintaining high expectations for all.

Adaptive Teaching in Bug Club Comprehension: Additional Challenge

Independent Application

- Setting additional tasks where pupils independently apply comprehension strategies to unfamiliar texts.
- Encouraging pupils to read widely beyond the classroom and bring insights from their independent reading into Bug Club discussions.

Questioning

- Using higher-order questions that go beyond recall, such as: *“What alternative interpretations could there be?”* or *“How might the author’s perspective influence the reader?”*
- Encouraging pupils to generate their own challenging questions for peers to discuss.

Discussion and Debate

- Assigning roles in group discussions (e.g. devil’s advocate, evidence finder) to deepen reasoning and argument.
- Challenging pupils to justify opinions with precise textual evidence.

Written Outcomes

- Extending writing tasks by requiring pupils to synthesise multiple comprehension strategies (e.g. combining inference, evaluation, and prediction).
- Encouraging comparative responses across texts or linking comprehension to wider curriculum knowledge.

Explicit Teaching of Vocabulary in Bug Club Comprehension

Why – Purpose

At Brownlow, we recognise that a rich vocabulary is fundamental to reading comprehension, written expression, and wider academic success. The National Curriculum highlights the importance of pupils *“acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.”* Without secure vocabulary knowledge, pupils struggle to access texts, articulate their ideas, or engage fully with the curriculum. Bug Club Comprehension places explicit vocabulary teaching at the start of the cycle, ensuring that pupils have the language they need to remove barriers to understanding.

Impact

Through structured vocabulary teaching, pupils:

- Access texts with greater confidence, as unfamiliar words are clarified before reading.
- Develop the ability to discuss, analyse, and critique texts using precise academic language.
- Strengthen long-term retention of new vocabulary by encountering it in multiple contexts.
- Apply newly learned words in their oral responses and written work, both in English and across the wider curriculum.

- Build cultural capital by exploring ambitious words, authorial choices, and language used in a variety of genres.

How this is Achieved

Day 1 Vocabulary Focus: Each cycle begins with explicit teaching of key words from the week's text. Pupils explore definitions, synonyms, antonyms, and usage in context.

Clarifying as a Strategy: One of the eight core Bug Club strategies, clarifying ensures pupils learn how to identify unfamiliar words and use strategies (morphology, context, questioning) to work out meaning.

Talk-Based Approach: Pupils discuss vocabulary in pairs, groups, or whole-class contexts, strengthening understanding through collaborative exploration.

Application Across the Cycle: Vocabulary is revisited on subsequent days through questioning, discussion, reflection, and writing tasks, ensuring repeated practice and deeper learning.

The Importance of Retrieval Practice

Retrieval practice — the act of recalling previously learned information — is one of the most effective strategies for strengthening memory and improving long-term learning. Research shows that knowledge is forgotten rapidly if not revisited, a process described by **Ebbinghaus' Forgetting Curve**, which illustrates how retention drops steeply over time without reinforcement. Retrieval interrupts this decline: every time pupils recall information, the memory trace strengthens, making it easier to access in the future. This not only improves recall but also helps pupils transfer knowledge to new situations.

At Brownlow Fold, **retrieval practice is a high priority across all areas of the curriculum**. We believe that remembering more leads to knowing more, and we have embedded strategies to ensure pupils revisit and apply prior learning regularly.

Whole-School Approaches

Retrieval Alley

To support retrieval, we have created a **Retrieval Alley** – a corridor that acts as a “memory chamber,” bringing key learning to the forefront of pupils’ minds. Each half term, one year group fills the alley with essential knowledge in an interactive way. Other classes create their own ‘mini chambers or displays within their classrooms’, ensuring retrieval is embedded throughout the school. Each class has a ‘**Key Knowledge Box**’ containing essential facts, concepts, and vocabulary pupils are expected to retain. These boxes provide clarity on core learning, strengthen long-term retention, and ensure curriculum continuity across the school.





Brownlow Time Traveller

Each class celebrates a '**Time Traveller of the Week**' to reward pupils who excel in retrieval activities.

Teachers look for children who:

- Connect current lessons to previous units.
- Recall key facts, vocabulary, and methods with increasing accuracy.
- Explain how prior knowledge has supported their learning today.
- Show effort and positivity in retrieval activities.

Curriculum-Based Retrieval

- **Green for Growth Checks:** At the end of each unit, pupils complete a post-learning task to showcase their knowledge and demonstrate depth of understanding.
- **Knowledge Organisers:** Each unit (subject dependent) is supported by a knowledge organiser that highlights the **Key Knowledge** in bold. This knowledge is retrieved regularly and applied to future learning across the curriculum.
- The **Learning Cycle (Learn – Know – Retrieve – Apply)** ensures pupils build on prior knowledge, develop understanding, recall and strengthen key concepts, and confidently apply them to future learning.

<u>Link</u>	<u>Learn</u>	<u>Know</u>	<u>Retrieve</u>	<u>Apply</u>

Focus on prior knowledge through pre learning questions ▪ Within the same subject ▪ Within another subject ▪ From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning
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These approaches ensure pupils are consistently **learning, knowing, retrieving, and applying** knowledge, making connections across the curriculum and strengthening long-term memory.

How Bug Club Comprehension Supports Memory, Recall and Retrieval Practice

Bug Club Comprehension is deliberately designed to help children **remember, retrieve, and build on what they have already learned**, ensuring that knowledge becomes secure and strategies become automatic. Its structured five-day cycle embeds opportunities for retrieval practice so that pupils continually revisit key vocabulary, comprehension strategies, and core questions in multiple contexts. This repeated practice strengthens long-term memory, deepens understanding, and reduces forgetting.

- **Revisiting Vocabulary** – Words introduced on Day 1 are encountered again during reading, discussion, and writing tasks. This repeated exposure ensures vocabulary is rehearsed and committed to long-term memory, enabling pupils to use new words with confidence.
- **Returning to Core Questions** – The three key questions (*looking, clue, thinking*) are revisited across the week. Pupils recall earlier responses, reflect on how their understanding has developed, and make meaningful connections across texts.
- **Reflection and Re-application** – On Day 4, children deliberately return to ideas discussed earlier in the week, reinforcing comprehension through retrieval and encouraging deeper reasoning and independence.
- **Writing for Recall** – On Day 5, pupils consolidate learning by drawing on vocabulary, strategies, and insights from earlier sessions in a written task. This final stage requires them to retrieve and apply knowledge in a sustained and independent way.
- **Cumulative Approach** – Teachers deliberately revisit strategies and vocabulary from previous weeks. This cumulative design means that pupils are not just learning in isolation but are consistently retrieving older knowledge while applying new skills.

Through this structured and systematic approach, Bug Club Comprehension ensures that children are **not only exposed to new learning but consistently required to recall, rehearse, and apply prior knowledge**. This regular retrieval practice strengthens memory, promotes fluency in comprehension strategies, and enables pupils to read with increasing confidence, independence, and enjoyment.

Oracy

At Brownlow Fold, we view oracy as a fundamental skill that underpins learning, social development, and future success. Through deliberate teaching across all subjects, pupils are supported to develop strong speaking and listening skills, use vocabulary and grammar accurately, and communicate with clarity and respect. Oracy at Brownlow Fold not only supports academic achievement, critical thinking, and deeper understanding, but also builds confidence, empathy, and positive relationships. By providing language-rich experiences, we help close attainment gaps, ensuring every child has the opportunity to thrive in school and beyond.

How Oracy is Promoted in Bug Club Comprehension

Bug Club Comprehension places **structured talk at the heart of learning**, ensuring that pupils do not just answer questions about texts but actively discuss, reason, and build on one another's ideas. This supports the National Curriculum aim for pupils to *"use discussion in order to learn"* and to *"elaborate and explain clearly their understanding and ideas."*

Key Features of Oracy in Bug Club Comprehension:

Talk-Based Methodology

- The five-day cycle gives pupils regular opportunities to speak and listen in purposeful ways.
- On Day 3 in particular, pupils engage in whole-class discussions around the three core questions (*looking, clue, thinking*), with teachers acting as facilitators rather than leading the talk.

Structured Discussion and Debate

- Pupils are encouraged to respond directly to each other rather than only to the teacher.
- Roles such as summariser, evidence finder, or devil's advocate can be used to deepen reasoning and ensure active participation.

Questioning for Talk

- Pupils are taught to generate their own questions about texts, promoting curiosity and independence.
- Higher-order questioning extends talk beyond recall to analysis, evaluation, and interpretation.

Language Development

- Vocabulary introduced on Day 1 is rehearsed orally in pair, group, and class discussions before being applied in writing.

- Sentence stems and prompts are used to scaffold articulate responses (e.g. *“I agree with... because...”*, *“The evidence suggests that...”*).

Building Confidence and Independence

- Regular opportunities to speak, explain, and justify help pupils become confident communicators.
- Oracy practice in Bug Club not only develops comprehension but also strengthens pupils’ ability to present ideas clearly in wider curriculum subjects.

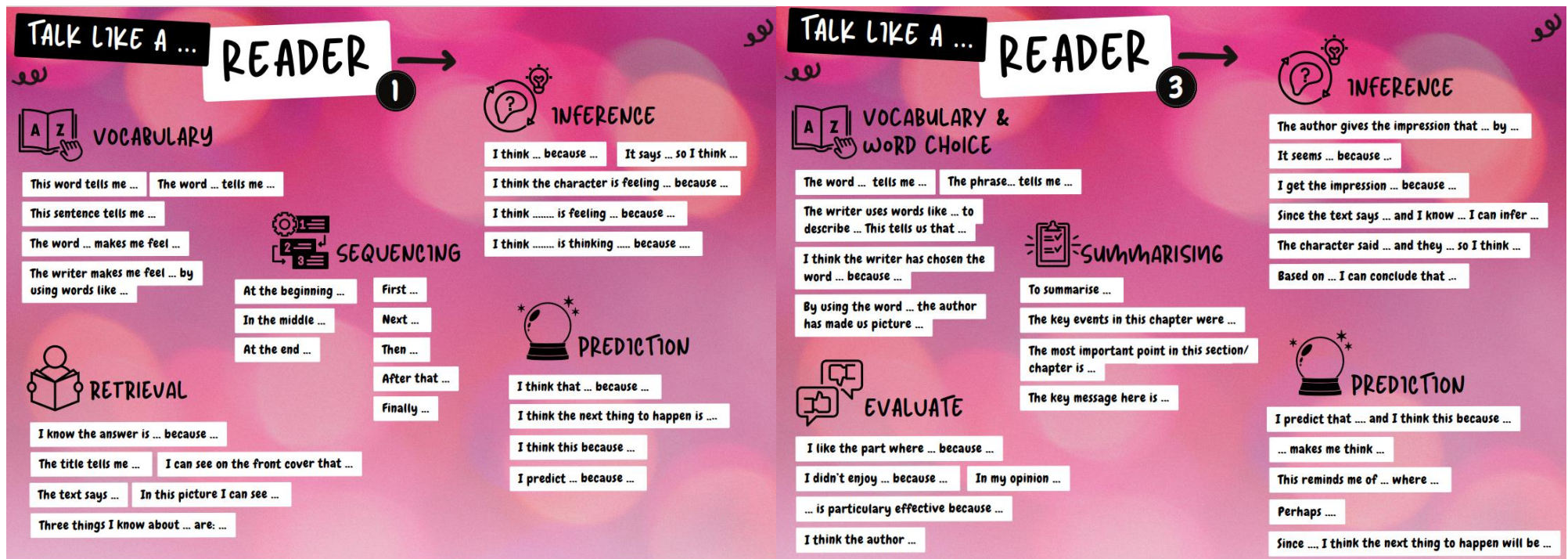
Impact

By embedding structured talk throughout the cycle, Bug Club Comprehension ensures that oracy is not an add-on but a core part of reading pedagogy. Pupils learn to listen attentively, articulate their thinking with precision, and engage respectfully in collaborative discussion — skills that are essential for academic success and active participation in society.

Reading and Oracy at Brownlow Fold

“Talk like a ...”

At Brownlow Fold, our aim is to nurture independence, resilience, and curiosity in reading, creating learners who can not only understand and enjoy texts but also explain, justify, and interpret them with confidence. *‘Talk like a ...’* is used throughout the whole school curriculum to enable pupils to articulate their learning effectively, using appropriate vocabulary and terminology to discuss texts, authors, and ideas with precision.



At Brownlow Fold, we believe that reading should be more than simply decoding words or answering questions correctly — it should be about developing children as confident, reflective readers who can **explain, justify, and interpret texts** with understanding. Asking children to “prove it” by referring back to the text, or responding to prompts such as “How do you know?”, “Can you explain?” and “What makes you think that?” is a powerful teaching strategy that supports our vision for oracy.

This approach shifts the focus from answer-getting to **deeper thinking, reasoning, and communication**. It encourages children to make sense of what they read, articulate their understanding clearly, and engage fully with texts rather than just recalling surface details.

By embedding purposeful questioning into our reading practice, we:

- **Develop reasoning skills** – enabling children to justify ideas with evidence from the text.
- **Deepen comprehension** – ensuring pupils understand not only what a text says, but also how and why.
- **Promote reading talk** – helping learners use and apply precise vocabulary to discuss characters, themes, and authorial choices.
- **Encourage multiple interpretations** – showing that texts can be understood in different ways, depending on evidence and perspective.
- **Support formative assessment** – giving teachers valuable insight into pupils’ thinking, understanding, and misconceptions.

Year Group Question Stems for Reading and Oracy

Year Group	General Question Stems	Curriculum-Linked Examples
Early Years / Reception	• Can you tell me what is happening? • What do you notice? • How do you know that? • Can you retell the story in your own words? • Which part did you like best? Why?	Story: "How do you know this character is happy?" Picture Book: "What clues in the picture tell you what might happen next?"
Key Stage 1 (Years 1–2)	• How do you know that is correct? • Can you explain it to a partner? • What does this word tell us? • Can you find the clue in the text? • What do you think will happen next? Why?	Fiction: "How do you know the wolf is a trickster? Can you find the words that show this?" Non-fiction: "What does this heading tell you the page will be about?"
Lower Key Stage 2 (Years 3–4)	• Why do you think the author chose this word/phrase? • Can you convince me with evidence? • Can you explain what the character might be feeling? • What is the same or different about these two characters/events? • Can you create your own question for the class about this text?	Fiction: "You said the character is nervous – what clues in the text tell you that?" Poetry: "How does the rhythm help you understand the poet's meaning?" Non-fiction: "What evidence does the author use to prove their point?"
Upper Key Stage 2 (Years 5–6)	• Can you explain why you think that? • Is there another possible interpretation? • Can you generalise what the author might be saying about society/people? • What if this part of the story changed — would your view still be the same? • How could you prove your idea to someone who disagrees?	Fiction: "The author suggests this character is unreliable. How do you know? What evidence supports this?" Non-fiction: "Is the author presenting facts, opinions, or both? How do you know?" Whole Text: "Is it always true that the author writes to persuade? Can you prove it with evidence from the text?"

Our 3 Reading Strategies

We want all children to continue developing their **fluency and expression when reading aloud**. To support this, and to build on the “Voice Choice” work already established through Read Write Inc, pupils in KS2 use three consistent strategies to practise reading aloud:

- **Echo Reading** – the teacher reads a sentence or short passage and pupils echo it back, focusing on intonation, phrasing, and expression.
- **Choral Reading** – the teacher and pupils read together in unison, helping to build fluency, confidence, and rhythm.
- **Paired Reading** – pupils read alongside a partner, supporting one another to improve accuracy, fluency, and expression.

These strategies are simple to use, grounded in evidence, and keep oracy at the heart of our reading practice. They provide pupils with regular opportunities to rehearse language, develop confidence, and enjoy the shared experience of reading aloud.

ECHO READING:

the teacher reads aloud using proper pacing, prosody, and intonation, and students repeat to sound like the teacher



PAIRED READING:

students are paired with a purposeful partner to read a text repeatedly (they can take turns, or do choral reading).



CHORAL READING:

students read a text aloud together with the teacher as the "lead" to promote fluency



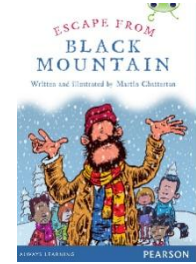
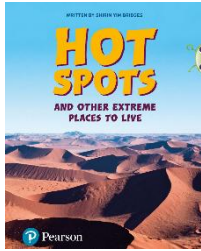
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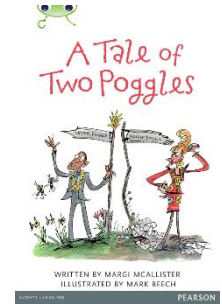
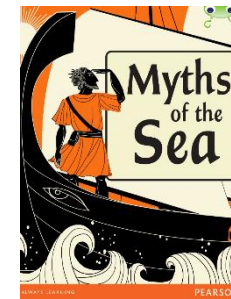
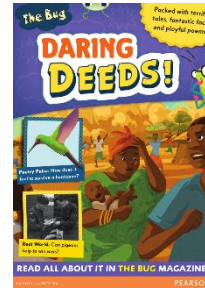
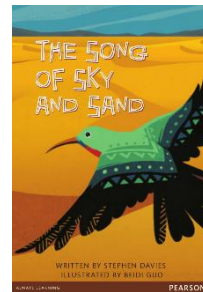
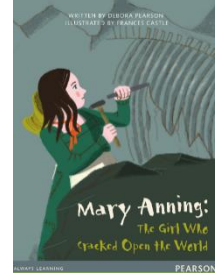
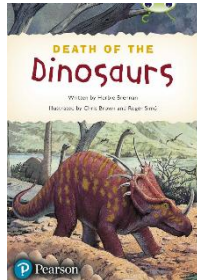
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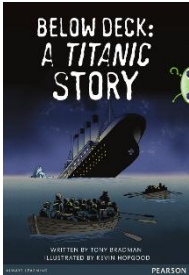
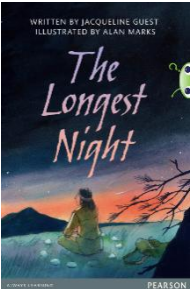
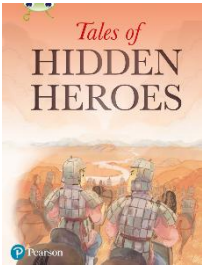
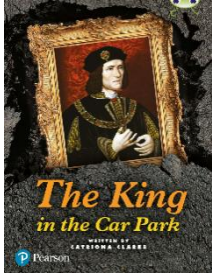
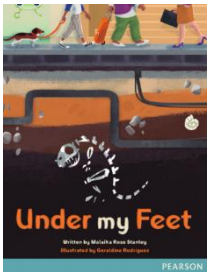
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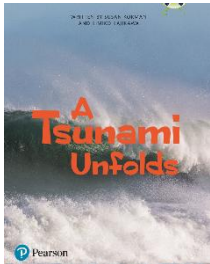
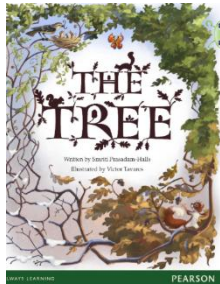
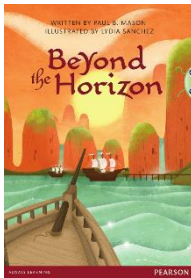
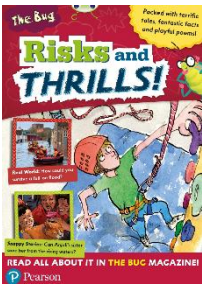
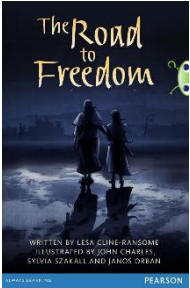
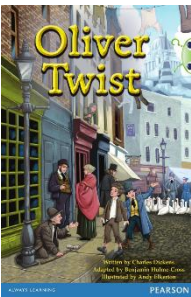
Year Four



Year Five



Year Six





Brownlow Fold Book Exchange



Reading for Pleasure

Together, we can grow a generation of readers so that no child is left behind.

A Little Free Library is a “take a book, share a book” free book exchange. Anyone may take a book or bring a book to share. Little Free Library book exchanges have a unique, personal touch.

When children enjoy reading, they read more, helping to build vital reading skills and bringing wider benefits for wellbeing, confidence and learning. Therefore, reading for pleasure is VERY important

Got a book that you don't need, leave it here for others to read. |



“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go.”
-Dr. Seuss

Secret Reader

In Nursery and Reception, we invite family members to come and be our “Secret Reader” at the end of the day. The children are so surprised when they see who it is coming to read them a new story!

Golden Ticket

Every week, children are encouraged to read 5 times for at least 10 minutes. Write this down in your reading diaries and get this signed off by an adult. Then pupils get a chance to win a Golden Ticket in assembly.

Reading at 3pm

Every class reads at 3pm, with the lights off and a lovely warm fireplace on! Children in EYFS and KS1 have extra copies of these books, which we call our “Spine Books”, which a few lucky children get to take home each night to show people at home the diverse range of books they’ve been reading in school.

Library Leaders

Every year, we appoint two Library Leaders from each class. Part of their role is to help curate their own class’s book corners, oversee the recommended reads section of the school library, and help organise upcoming reading events such as World Book Day.

World Book Day

Schools celebrate World Book Day by creating an engaging and enjoyable environment that promotes a love of reading and storytelling. Pupils and staff often dress up as favourite book characters, bringing stories to life and encouraging discussion about books and authors. Activities such as shared reading, storytelling sessions, book quizzes, author studies and creative writing are planned across the school to inspire enthusiasm for reading. World Book Day is used as an opportunity to celebrate books, promote reading for pleasure and reinforce the importance of reading as a key life skill.