

Building resilience, ambition and respect

# Haveley Hey Reading Curriculum



## Haveley Hey Curriculum Statement for Reading

Intent	<p>We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will help them to:</p> <ul style="list-style-type: none"> <li>• Gain a life-long enjoyment of reading and books.</li> <li>• Read accurately, fluently and with understanding;</li> <li>• Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;</li> <li>• Be able to read with expression, clarity and confidence;</li> <li>• Develop a good linguistic knowledge of vocabulary and grammar;</li> <li>• Read and respond to a wide range of different types of texts;</li> <li>• Develop a deeper level of emotional intelligence and empathy;</li> <li>• Read fluently, and with confidence, to support learning across the curriculum</li> <li>• Develop Ambition, Resilience and Respect</li> </ul>
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Implementation	<p style="text-align: center;"><b>Curriculum</b></p> <p>Through the delivery of our reading curriculum we ensure a consistent and robust teaching and learning of early reading and phonics in EYFS and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum. Children access daily, streamed phonics lessons and we currently follow the Twinkl Phonics scheme. All pupils have opportunities to develop their reading skills daily, and are encouraged to read at home with an adult. Additionally, three full time reading TAs support lower ability readers in Reception, Y1 and Y2. Teachers in KS1 deliver a carousel of reading activities in Guided Reading and year 3-6 have whole class Guided Reading.</p>	<p style="text-align: center;"><b>Subject Specific Approach</b></p> <p>Daily streamed phonic sessions in EYFS and KS1 Bespoke phonics sessions for KS2 pupils who did not pass the phonics screening in KS1. Guided reading lessons 4x per week from Reception to Y6 Use of 'Take One Book' programme in Y3 to bridge from KS1 to KS2 IDL programme for SEND readers in KS2 (online, interactive platform) Use of Accelerated Reader Y4 – Y6. Children are provided with books that match and support their phonics development and ability in addition to wider home readers. All classes have a reading area Author visits and special reading activities planned throughout the year to promote reading.</p>
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Impact	<p style="text-align: center;"><b>Pupil Voice</b></p> <p>Pupils develop their love for reading and can talk about which books they enjoy and which authors are their favourites,</p>	<p style="text-align: center;"><b>Evidence of Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Children complete the PIRA tests at the end of the Autumn, Spring and Summer term. Data is inputted into MARK (a diagnostic analysis tool) which identifies specific areas children need further work on Children who are not at ARE will be targeted and complete the 'Shine' interventions, taken from the PIRA assessment package</li> <li>• Termly phonics assessment</li> <li>• In year 1, targeted children also access the ABRA reading intervention</li> <li>• Year 4-6 pupils identified for Inference intervention</li> </ul>
	<p style="text-align: center;"><b>Resilience</b></p> <p>Developing a growth mindset is an integral part of our curriculum. Children are encouraged to take risks with their reading, are presented with challenging texts and vocabulary and given ambitious personal targets. They are taught to understand that mistakes are an essential part of learning to read and feel safe in the classroom environment in order to make and learn from them.</p>	<p style="text-align: center;"><b>Ambition</b></p> <p>We develop ambition in our children through regular Author visits and workshops. Each class has a class author which they engage with throughout the year and they are encouraged to create their own books in writing lessons.</p>
		<p style="text-align: center;"><b>Ambition</b></p> <p>We provide a diverse Reading curriculum where children are exposed to and encouraged to be tolerant and open minded to all protected characteristics. Each year group has a carefully chosen author and list of Spine books which they will access throughout the year. These books help build empathy, respect and real life connections to the global world they live in.</p>



# Reading Long Term Plan

## Subject content Nursery

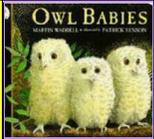
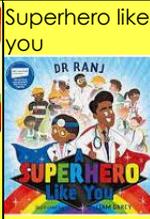
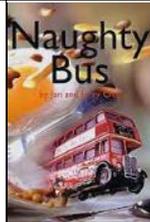
### Knowledge and Skills

- Engage in extended conversations about stories, learning new vocabulary.
- Retell a familiar story
- Hold a book correctly
- Turns pages one at a time
- Uses a picture to tell a story

### Phonics

- Understand the five key concepts about print (CAP): print has meaning.
- CAP: print can have different purposes.
- CAP: we read English text from left to right and from top to bottom.
- CAP: the names of the different parts of a book.
- CAP: page sequencing.
- Spot and suggest rhymes.
- Count or clap syllables in a word.
- Recognise words with the same initial sound, such as money and mother.
- Orally segment words e.g. cat = c-a-t, dog= d-o-g
- Orally blend sounds together to make words e.g. p-a-t = pat, t-i-p = tip
- Tell a story using the pictures

Nursery Key Author- Julia Donaldson	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading Spine Books												
Other Key Texts		 										

												
Links	Ambition – yellow Resilience – purple Respect – green Diversity - blue											

## Subject content Reception

### Knowledge and Skills

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Begins to be aware of the way stories are structured beginning, middle, end
- Predict the story line and some vocabulary
- Use language patterns (syntax) a simple repeated refrain
- Expect written text to make sense
- Can talk about stories using pictures to support
- With support/guidance, can comment on texts, e.g. on personality of main characters
- Can choose a book and explain choice
- Retells narratives in the correct sequence, drawing on language patterns of stories
- Repeat words, phrases or sentences to check, confirm or modify own reading
- Say how they feel about stories and poems
- Predict in more detail
- Anticipate - where appropriate - key events in stories (ELG).
- Is aware of some main ideas and events from own reading of simple texts
- Notice relationships between one text and another
- Recognises that additional information may be contained in illustrations, diagrams etc
- Uses simple words to demonstrate likes or dislikes in response to events and ideas in poems, stories and non-fiction
- Comments spontaneously on perceived links with own life experience or other experiences, e.g. films, books
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG).
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG).
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### Phonics

- Read individual letters by saying the sounds for them.
- Secure P2 phonics & reading guided reading books
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Mid P3 phonics & reading guided reading books
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Secure P3 phonics & begin to read guided reading books
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG).
- Read words consistent with their phonic knowledge by sound-blending (ELG).
- Say a sound for each letter in the alphabet and at least 10 digraphs (ELG).
- Phase 3:
- Consonant digraphs: ch, sh, th, ng.
- Vowel digraphs/trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.
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Reception-  
Key Author-

Autumn 1 - Me and My  
Friends

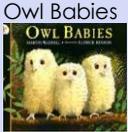
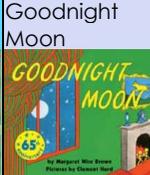
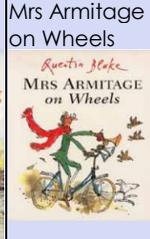
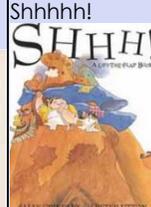
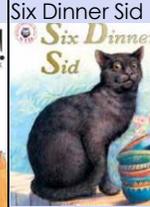
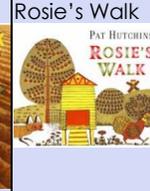
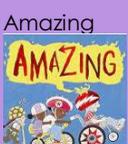
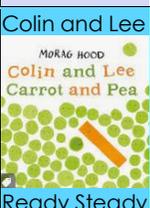
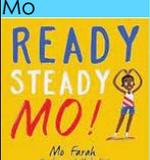
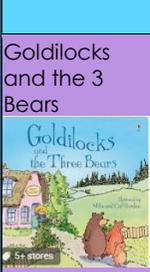
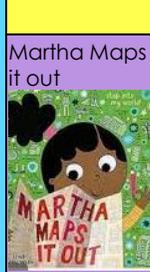
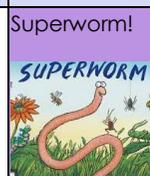
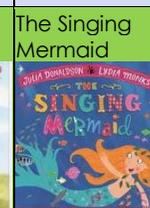
Autumn 2 - Traditional tales

Spring 1- Travels and  
ransport

Spring 2 - Minibeasts

Summer 1 - On the Farm

Summer 2 - Fantasy Worlds

Yasmeen Ismail												
Reading Spine 2 books												
Other Key Texts	  	  	  	  		  		  				
Links	Ambition – yellow Resilience – purple Respect – green Diversity - blue											

### Subject content Year 1

#### Knowledge

<b>V</b>	➤ I know how to read aloud accurately books that are consistent with my developing phonic knowledge and that do not require them to use other strategies to work out words
<b>I</b>	➤ I know how to begin making inferences from the text based on what is said and done in the book.
<b>P</b>	
<b>E</b>	➤ I know a range of text structures and story patterns from texts that I have listened to and that I have read. ➤ I know a wide range of high-quality books which I have read or had read to me which have helped to engender a love of reading.
<b>R</b>	➤ I know the difference between fiction and non-fiction books. ➤ I know how to find the information I need from a range of texts.
<b>S</b>	

#### Phonics

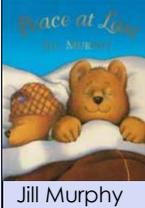
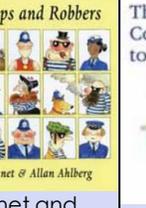
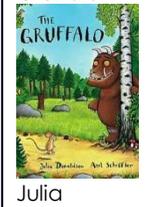
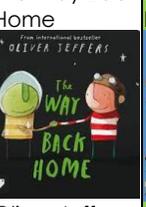
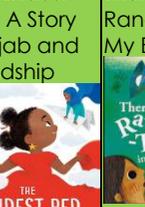
- I know how to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- I know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

- I know how to read other words of more than one syllable that contain taught GPCs.
- I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings) including words with more than one syllable

Skills	
<b>V</b>	➤ I can check that the text makes sense as I read and self-correct my mistakes.
<b>I</b>	➤ I can make inferences from the text based on what is said and done in the book.
<b>P</b>	➤ I can predict what might happen from what has been read so far.
<b>E</b>	<ul style="list-style-type: none"> <li>➤ I can share my opinion about a variety of texts I have read and heard read.</li> <li>➤ I can link my own experiences to help me understand the texts that I read.</li> <li>➤ I can explain my thoughts about a range of books and listen appropriately to others.</li> <li>➤ I can use role play to understanding more deeply, the context, character, setting and plot of a text.</li> </ul>
<b>R</b>	➤ I can discuss the significance of the title and events.
<b>S</b>	➤ I can sequence the main events of a story.

### Phonics

- I can apply phonic knowledge and skills as the route to decode words
- I can re-read books to build up fluency and confidence in word reading.
- I can read some words with suffixes by being helped to build on the root words that I can read already.
- I can read aloud, fluently, accurately and independently books that are consistent with my developing phonic knowledge.
- I can read some words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- I can discuss the meaning of words and link new meanings to words I already know.
- I can read aloud fluently using appropriate expression.

Year 1	Key author- Oliver Jeffers											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading Spine Books	Peace at Last  Jill Murphy	The Elephant and the Bad Baby  Elfrida Vipont and Raymond Briggs	Lost and Found  Oliver Jeffers	Beegu  Alexis Deacon	Where the Wild Things Are  Maurice Sendak	Elmer  David McKee	Cops and robbers  Janet and Allan Alberg	The Tiger Who Came to Tea  Judith Kerr	Avocado Baby  John Burningham	Knuffle Bunny  Mo Willems	Can't You Sleep Little Bear?  Martin Waddell	Dogger  Shirley Hughes
Other Key Texts	Gruffalo  Julia Donaldson	All Kinds of Families!  Mary Ann Hoberman	The Way Back Home  Oliver Jeffers	People Need People  Benjamin Zephaniah & Nila Aye	Proudest Blue  Ibtihaj Muhammad	Meesha Makes Friends  Tom Percival	Stuck  Oliver Jeffers	Walter the Wonder Snail  Neil Clark	How to Catch a Star  Oliver Jeffers	The Kindest Red: A Story of Hijab and Friendship  Ibtihaj Muhammad, S. K. Ali & Hatem Aly	There's a Rang-Tan in My Bedroom  James Sellick & Frann Preston-Gannon	What If, Pig?  Linzie Hunter

Links	Ambition – yellow Resilience – purple Respect – green Diversity – blue
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**Subject content Year 2**

**Knowledge**

<b>V</b>	<ul style="list-style-type: none"> <li>➤ I know how to link new meanings to words I already know.</li> <li>➤ I know how to self-correct and check for meaning.</li> <li>➤ I know that I should monitor what I read, checking that the word I have decoded fits in with what else I have read and makes sense in the context of what I already know about the topic.</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li>➤ I know how to Identify punctuation in reading and I understand the purpose.</li> <li>➤ I Use commas, question marks and exclamation marks to vary expression.</li> </ul>
<b>P</b>	
<b>E</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤ I know about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).</li> <li>➤ I know the features of a wide range of text including non-fiction books and discuss and clarify the meanings of words linking new meanings to known vocabulary.</li> </ul>
<b>S</b>	

**Phonics**

<ul style="list-style-type: none"> <li>➤ I know how to read syllable boundaries and how to read each syllable separately.</li> <li>➤ I know all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>➤ I know how to read accurately words of two or more syllables that contain the same graphemes taught.</li> <li>➤ I know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>➤ I know how to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> </ul>
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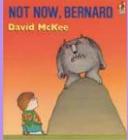
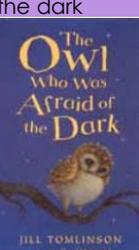
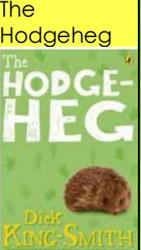
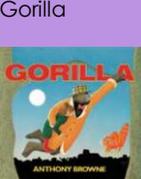
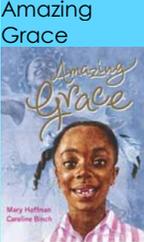
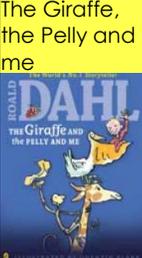
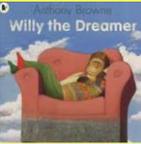
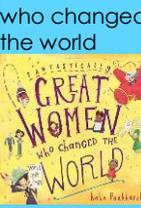
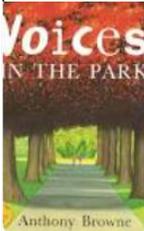
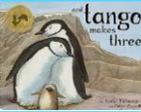
**Skills**

<b>V</b>	<ul style="list-style-type: none"> <li>➤ I can make and use a word log to improve my writing.</li> <li>➤ I can comment on specific vocabulary and how it relates to the theme of the text.</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li>➤ I can make inferences from the text based on what is said and done in the book.</li> <li>➤ I can ask and answer questions about the text using a range of strategies.</li> </ul>
<b>P</b>	<ul style="list-style-type: none"> <li>➤ I can predict what might happen from what has been read so far.</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>➤ I can link my own experiences to my reading and use these to help me understand the text.</li> <li>➤ I can discuss favourite words and phrases and explain their impact and why they like them.</li> <li>➤ I can recite some poems and rhymes by heart</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>S</b>	<ul style="list-style-type: none"> <li>➤ I can comment on the structure of the text and discuss the sequence of events in a book and how events are related.</li> </ul>

**Phonics**

<ul style="list-style-type: none"> <li>➤ I can read words with suffixes by being helped to build on the root words that they can read already</li> <li>➤ I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>➤ I can read all the words in a sentence accurately, so that the understanding is not hindered by imprecise decoding.</li> <li>➤ I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>➤ I can segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s).</li> <li>➤ I can respond speedily with the correct sound to graphemes without hesitating (letters or groups of letters)</li> <li>➤ I can read most words quickly and fluently without overt sounding/blending accurately eg. over 90 words a minute.</li> <li>➤ I can read many common words containing GPC's and common exception words without blending or hesitating.</li> <li>➤ I can read words containing common suffixes -s, -es, -ing, -ed, -er and -est endings.</li> <li>➤ I can reread these books to build up their fluency and confidence in word reading</li> </ul>
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Year 2	Key Author- Anthony Browne					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Reading Spine</p> <p>Books</p>	<p>Not now Bernard</p> 	<p>Meerkat Mail</p> 	<p>The Owl who was afraid of the dark</p> 	<p>Flat Stanley</p> 	<p>Tuesday</p> 	<p>The Hodgeheg</p> 	<p>Traction Man</p> 	<p>The Flower</p> 	<p>Gorilla</p> 	<p>Amazing Grace</p> 	<p>The Giraffe, the Pelly and me</p> 	<p>Fantastic Mr Fox</p> 
<p>Other Key Texts</p>		<p>Willy the Dreamer</p> 		<p>The Tunnel</p> 		<p>Into the forest</p> 		<p>Fantastically Great Women who changed the world</p> 		<p>Voices in the park</p> 		<p>And Tango makes Three</p> 
<p>Links</p>	<p>Ambition – yellow  Resilience – purple  Respect – green  Diversity - blue</p>											

**Subject content Year 3/4**

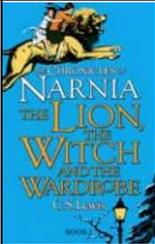
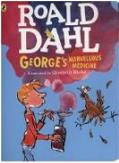
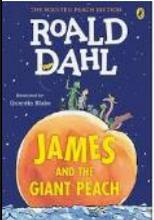
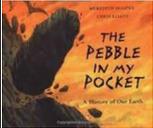
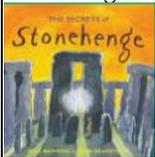
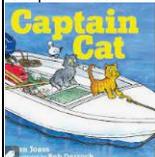
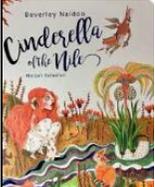
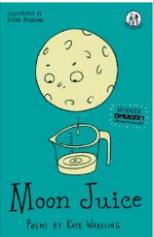
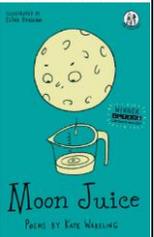
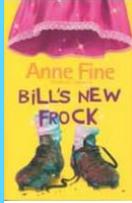
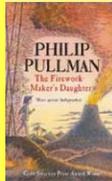
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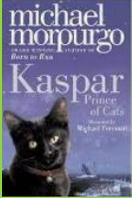
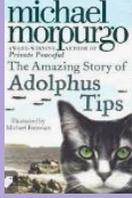
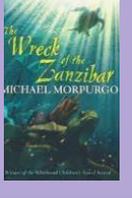
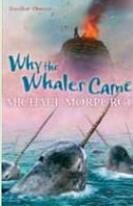
<b>V</b>	<ul style="list-style-type: none"> <li>➤ I know root words, prefixes and suffixes (English appendix 1)</li> <li>➤ I can apply this knowledge of root words (prefixes and suffixes) to understand the meaning of some new words that I meet</li> <li>➤ I know how words and phrases can capture the reader's interest and imagination and how this vocabulary contributes to meaning</li> <li>➤</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li>➤ I know that information and understanding from the text can be literal or implied</li> </ul>
<b>P</b>	<ul style="list-style-type: none"> <li>➤ I know that key information in the text can enable me to predict what may happen next</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>➤ I know about themes and conventions in and across a wide range of writing (features of a particular genre)</li> <li>➤ I know that a contents page and index help me to locate information</li> <li>➤ I know how dramatic approaches to performing plays and reading poems using expression and intonation can support understanding of meaning.</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤ I know a variety of different question types to retrieve information</li> </ul>
<b>S</b>	<ul style="list-style-type: none"> <li>➤ I know that a summary gives me the main gist of a text</li> <li>➤ I can retell some key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>➤ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> </ul>

**Skills**

<b>V</b>	<ul style="list-style-type: none"> <li>➤ I can read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</li> <li>➤ I can check that the book makes sense and explore the meaning of vocabulary in context</li> <li>➤ I can use the text to find specific vocabulary to support point of view.</li> <li>➤ I can identify and analyse technical vocabulary found in non-fiction texts.</li> <li>➤ I can use a dictionary to check word meanings to expand my vocabulary</li> <li>➤ I can understand both the books I read independently and those I listen to drawing on what I already know or on background information and vocabulary provided by my teacher.</li> <li>➤</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li>➤ I can draw inferences from reading and justify with evidence from the text</li> <li>➤ I can draw inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence</li> <li>➤</li> </ul>
<b>P</b>	<ul style="list-style-type: none"> <li>➤ I can predict what might happen from details stated and implied</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>➤ I can explain how language structure and presentation contribute to meaning</li> <li>➤ I can understand and explain what I read and read independently</li> <li>➤ I can show showing understanding through in extracts learnt by heart intonation, tone, volume and action so that the meaning is clear to an audience when performing</li> <li>➤ I can explain how language, structure, and presentation contribute to meaning.</li> <li>➤</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤ I can use efficient comprehension techniques such as locating key vocabulary</li> <li>➤ I can retrieve, record and present information from non-fiction texts</li> <li>➤ I can retrieve information quickly and efficiently through skim reading.</li> <li>➤ I can ask questions to improve my understanding</li> </ul>
<b>S</b>	<ul style="list-style-type: none"> <li>➤ I can identify the main ideas drawn from more than one paragraph and summarise these</li> </ul>

Year 3 Key Author- Roald Dahl	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading Spine Books					The Lion, the Witch and the Wardrobe.		The Sheep Pig					

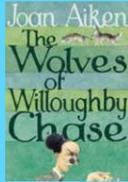
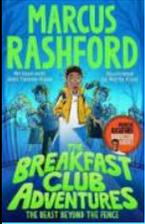
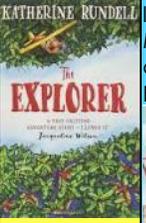
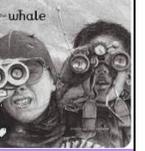
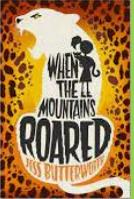
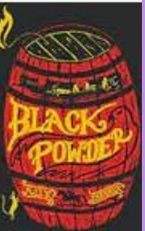
												
Other Key Texts	George's Marvellous medicine 		Charlie and the Chocolate factory 			The Stolen Spear. 					James and the Giant Peach 	
Guided Reading Texts		The pebble in my pocket 		Blue John 	Blue John 		Stonehenge 		Captain Cat 	Cinderella of the Nile 	Moon Juice 	Moon Juice 
Links	Ambition – yellow Resilience – purple Respect – green Diversity - blue											
Year 4, Key author - Michael Morpurgo	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading Spine bBooks			Bill's New Frock 		The Firework-Maker's Daughter 				Perry Angel's Suitcase 			

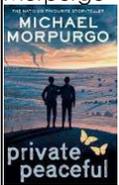
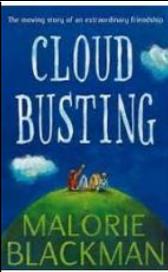
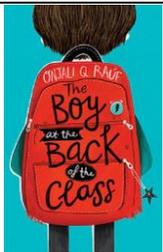
Other Key Texts	<p>Kasper, Prince of Cats</p> 			<p>The Story of Adolphus Tips</p> 		<p>The Wreck of the Zanzibar</p> 
Guided Reading Texts	<p>Literacy shed Texts (Energy)</p>	<p>Literacy Shed Texts (Romans)</p>	<p>Why the Whales Came</p> 	<p>The Iron Man</p> 	<p>Literacy Shed Texts (Black Death)</p>	<p>The Girl who Stole an Elephant</p> 
Links	<p>Ambition – yellow  Resilience – purple  Respect – green  Diversity - blue</p>					

Subject content Year 5/6

Knowledge	
<b>V</b>	<ul style="list-style-type: none"> <li>➤ I know age appropriate root words and their suffixes and prefixes</li> <li>➤ I know that some words do not conform to normal spelling rules and am confident when I encounter these exception words</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>P</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>➤ I know a wide range of poetry and play scripts by heart and can perform them using intonation, volume, tone and expression to convey meaning</li> <li>➤ I know there are 7 story archetypes: Overcoming the Monster; Rags to Riches; The Quest; Voyage and Return; Comedy; Tragedy; Rebirth and a range of genres and these contain themes such as loss or heroism.</li> <li>➤ I know the technical and other terms needed for discussing what I hear and read, such as metaphor, simile, analogy, imagery, style and effect.</li> <li>➤ I know that successful authors use a range of tools and techniques in their work. I know and how, when and why to apply this knowledge.</li> <li>➤ I know the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>➤ I know how to compare characters, settings, themes and other aspects of what they read.</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤ I use previous learning to improve my efficiency using reference books, including using contents pages and indexes to locate information in a range of text types - for example leaflets before a gallery or museum visit or reading a theatre programme or review – in order to support my opinion</li> <li>➤</li> <li>➤</li> </ul>
<b>S</b>	
Skills	
<b>V</b>	<ul style="list-style-type: none"> <li>➤ I can explore the meaning of unfamiliar words and words that have a variety of different meanings.</li> <li>➤ I can make comparisons within and across books (e.g. comparing characters or books by the same author)</li> <li>➤ I can decode unknown words efficiently and with good accuracy (V)</li> <li>➤</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li>➤ I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>➤ I can read independently, using inference where needed, and discuss what I have read.(I)</li> <li>➤</li> </ul>
<b>P</b>	<ul style="list-style-type: none"> <li>➤ I can predict what might happen from details stated and implied</li> <li>➤ I can find direct examples from the text to support predictions.</li> <li>➤</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>➤ I can distinguish between statements of fact and opinion</li> <li>➤ I can ask questions to improve their understanding of what is read – understanding being recorded in a range of forms.</li> <li>➤ I can discuss and evaluate how authors use language (including figurative language), word choice, structure, sentence type etc considering the impact on the reader and how it contributes to meaning, including examining words in context. E.g. homonyms.</li> <li>➤ I can identify and discuss themes and conventions in and across a wide range of writing (features of a particular genre)</li> <li>➤ I can compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</li> <li>➤ I can recommend books that I have read to my peers, giving reasons for their choices.</li> <li>➤ I can read a range of texts accurately and expressively demonstrating understanding through intonation</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤ I can retrieve, record and present information from non-fiction.</li> <li>➤ I can find direct examples from the text to support opinions I can participate in discussions about books, explaining my understanding of what I have read and providing reasoned justifications for my views. (Possibly in presentations and debates, using notes where necessary.)</li> <li>➤ I can use efficient comprehension techniques such as locating key vocabulary and using the structure of the text to source information (evidence from the text. And can use these skills to retrieve information in wider reading, for example in reading history, geography and science textbooks, and in different contexts</li> </ul>
<b>S</b>	<ul style="list-style-type: none"> <li>➤ I can find, recall and summarise information quickly and efficiently through skim reading, note taking, locating key vocabulary and using the structure of the text to source information (evidence from the text.)</li> <li>➤ I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)</li> <li>➤ I can summarise familiar stories in my own words</li> </ul>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Katherine Rundell												
Reading Spine books	<p>Street Child - Berlie Doherty</p> 				<p>Armistice Runner - Tom Palmer</p>			<p>Tom's Midnight Garden - Philippa Pearce</p> 	<p>The Wolves of Willoughby Chase - Joan Aiken</p> 		<p>Kofi and the Rap Battle Summer - Jeffrey Boayke</p>	
Other Key Texts		<p>The Breakfast Club Adventures (series) - Marcus Rashford</p> 		<p>Explorer - Katherine Rundell</p> 	<p>The Boy who stole the Pharaoh's lunch - Karen McCombie and Anneli Bray</p> 	<p>Ancient Egypt: Tales of Gods and Pharaohs - Marcia Williams</p> 	<p>The Whale - Vita Murrow and Ethan Murrow</p> 		<p>Song of the River - Gill Lewis</p> 		<p>The Good Thieves - Katherine Rundell</p> 	
Guided Reading Texts	<p>Literacy shed texts Inventions and industrial revolution /Victorian times</p>	<p>When the Mountains Roared - Jess Butterworth</p> 	<p>Literacy Shed texts Egypt and ancient civilizations</p>	<p>Kensuke's Kingdom - Michael Morpurgo</p> 	<p>Wonder - R.J Palacio</p> 	<p>Literacy shed texts -Rivers</p>	<p>Black Powder - Ally Sherrick</p> 	<p>Literacy Shed texts - Crime and Punishment</p>				
Key author	Katherine Rundell											
Links	<p>Ambition – yellow Resilience – purple Respect – green Diversity - blue</p>											
Year 6- Malorie Blackman	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						

<p>Reading Spine bBooks</p>							<p>Pig Heart Boy malorie <b>blackman</b> Malorie Blackman</p>		<p>Holes by Louis Sachar</p> 				
<p>Other Key Texts</p>	<p>The Lion Above the Door by Onjali Q Rauf</p> 				<p>Private Peaceful by Michael Morpurgo</p> 								
<p>Guided Reading Texts</p>	<p>Literacy shed texts: Vikings unit</p>		<p>Literacy shed texts: Ice Planet and Electricity</p>		<p>Literacy shed texts: Early Islamic Civilisation and Light</p>								
<p>Links</p>													

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# Reading

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## **EYFS and KS1**

- All children access a streamed phonics lessons using the Twinkl scheme exclusively.
- Every child has a decodable book to take home and read in school to an adult, based on phonemes learnt in phonics lessons and their phonics assessment.
- Children are read to by their class teacher daily- these books will be taken from the reading spine as well as class favourites. This is to expose children to a wide diet of different texts.
- Targeted children have additional 1-1 reading daily with a Reading Teaching Assistant

## **KS2**

- Children access Accelerated Reader as their home reading entitlement
- Children access Star Reading test each half term to ensure books are closely matched to their reading age
- Some writing units link to class book

## **Whole School**

- Teachers provide class incentives to encourage reading at home
- All classes have a reading area containing high quality, well organised books for children to access
- Children have access to special reading events in school such as 'Bedtime Stories' and 'Book Swaps'.
- Learning objectives taken from curriculum document ensure coverage of both word reading and comprehension knowledge and skills
- Focus on reading as a reader in writing lessons

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## Phonics

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Children in Foundation Stage and Key Stage 1 follow the synthetic phonics approach, using the 'Twinkl Phonics' programme. It's an approach to teaching phonics in which individual letters or letter sounds are blended to form groups of letters or sounds, and those groups are then blended to form complete words.

Throughout Nursery and the beginning of Reception, there is a focus on developing children's listening skills. This helps to support and train children in awareness of sounds.

In Level 1 phonics, children are taught about the differences between sounds they hear in their daily lives (Environmental sounds) as well as other sounds such as voice sounds and body percussion (e.g. clapping and tapping their feet). Children have the opportunity to go on listening walks, play and identify different instruments as well as play games like 'I Spy'. Later in Level 1, individual letter sounds are gradually introduced. This phase is intended to develop children's listening, vocabulary and speaking skills. Rhyme and rhythm is also a key element of this phase.

In Reception, children build on developing their awareness of sound beginning the year with a strong emphasis on rhyme and rhythm through quality rhyming books from key authors. Children are taught daily phonics in mixed ability groups, with extra support groups for children who need longer to practise. As children become increasingly aware and confident at discriminating between sounds, Level 2 is taught. This starting with individual sounds moving onto initial digraphs (two letters making one sound e.g. ch). Most children are confident within Level 3 at the end of Reception. Level 4 and 5 in Year 1 will prepare them for the Phonics screening at the end of Year 1.

In KS1, children are streamed for phonics each day. They access a 20 minute phonics session and then stay in these streamed groups to complete their guided reading session, also based around a phonics book with the corresponding sound they are learning.

Children take home a printed version of their weekly phonics book, as well as a phonics book from the Twinkl reading scheme.

If children enter KS2 without a secure understanding of phase 5 phonics sounds, they will continue the programme in Year 3 in intervention groups.

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# Reading for Pleasure

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## A rich, reading environment

Reading is prioritised across school. There are opportunities to share books across the curriculum and children have access to high quality books. From Year 3, children access Accelerated Reader so that they can choose books to catch their interest. We have a library space in school as well as reading corners in every classroom. Texts have been specifically chosen across school to ensure that children access a diverse range of books and to support children's Moral, Social and Spiritual understanding.

- **Book Clubs**

Key stage 1 and 2 children can access an after school reading club to share exciting stories and recommendations.

- **Author visits**

To raise ambition and expose children to different jobs available in the field of writing, we regularly engage with author workshops either online, at the library or in school. The children have met famous authors including Nick Sharratt and George Webster.



- **World book day**

Every year we celebrate World Book Day. We use the day as a real celebration of reading and the children read a variety of books.

- **Literacy trust**

We work with organisations including the Literacy Trust to ensure staff are highly trained and skilled in the most up to date training around reading.

- **Reading Certificates**

Children have reading incentives to celebrate their achievements reading at home. These are presented to children in a special celebration assembly on a Friday.

- **Reading trails - KS1**

In KS1, the teachers have developed a reading trail as an incentive for reading at home. The trails are linked to the children's class author and they receive a special prize if they complete the trail.

- **Bedtime Story sessions**

The children have the opportunity to engage with special reading events including the bedtime reading session. Children come back to school in their PJs and share their favourite books in cosy dens.



## Time and space to read

- **Class reading corners**



Each classroom has a specific reading corner which is inviting and well resourced. Topic books are changed to reflect the topic that children are studying. The Book corners also contain books by the class chosen author and the reading spine books for the children to go back to across the year.

- **School library**

Our school library is well resourced with a range of exciting books for children to read and share. The librarians make sure that the books are kept tidy and organised and even recommend reads to other children.

- **Reading aloud**

Children have different ways to read aloud in their guided reading sessions. They are confident in reading fluently in front of others and enjoy hearing other children read as well.

## **Opportunities to choose books**

- **Class Reading Corners**

Each classroom has a specific reading corner which is inviting and well resourced. Topic books are changed to reflect the topic that children are studying. The Book corners also contain books by the class chosen author and the reading spine books for the children to go back to across the year.

- **Accelerated Reading**

Children in years' 3-6 access accelerated reading to choose books to read at home. The children have access to a wide range of different books and enjoy the competitive element of quizzing on the books.

- **School Library**

Our school library is well resourced with a range of exciting books for children to read and share. The librarians make sure that the books are kept tidy and organised and even recommend reads to other children.

- **Nursery Lending Library**

In Nursery, we have a lending library for families to choose key books to share at home. These are high quality key texts.

## **A variety of reading resources**

To ensure that children are engaged in reading we offer a variety of resources in all class libraries that children can read. Classes should have: picture books and chapter books; fiction and nonfiction books; magazines and newspapers; spine books for their year groups; and books from a chosen author.

## **Reflective of a diverse community**

We have carefully mapped the reading curriculum to ensure there is coverage of our school values and we are representing a diverse community in both characters and authors.

### **Reading role models**

- **Reading Teaching Assistants**

We have two teaching assistants who do 1-1 reading with children in reception and Key Stage 1. The TAs share their love of reading with the children and children enjoy reading to them and sharing their books with them.

- **Reading buddies**

Children in Key stage 2 apply to be reading buddies. They read with children in younger year groups as an incentive to read at home and reward them with stickers.

- **School Librarians**

We have some avid readers who have been chosen to be school librarians. They keep the library well organised and stocked and think of ways to encourage reading across school.

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# Guided Reading

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## EYFS

In Reception, children have guided reading in small groups based on a decodable book linked to their phonics lessons.

These lessons are based on early reading comprehension skills and reinforcing and application of phonemes taught in the phonics lessons. Learning objectives taken from curriculum document ensure coverage of both word reading and comprehension knowledge and skills

Reception Guided Reading Lessons will:

- Walk through the book, where the children explore the title and blurb and are given the opportunity to predict and explore the images in the book.
- Address misconceptions within the text
- Discuss unfamiliar vocabulary
- Encourage a fluency in reading
- Encourage skimming to find keywords
- Create a conversation about the text
- Begin simple retrieval comprehension skills, where appropriate
- Apply phonics skills of segmenting and blending and overlearning of tricky words.

## KS1

### Guided Reading Lessons in Year 1

Lessons based on decodable books following the pattern of Reception Guided Reading lessons. These sessions follow a phonics lesson.

### Guided Reading Lessons in Year 2

Lessons based on the VIPERS philosophy using a variety of high quality picture books and non-fiction texts.

Emerging children and target children continue interventions using decodable books following the pattern of Reception Guided Reading lessons.

## KS1 Reading Lesson

Monday	Tuesday	Wednesday	Thursday	Friday
Strategy check & Vocabulary - 5 Minutes				
Extended Reading: 10 minutes Independent reading with teacher				
Vipers Focus: 10 minutes Retrieval	Vipers Focus: 10 minutes Infer	Vipers Focus: 10 minutes Predict	Vipers Focus: 10 minutes Explain	Vipers Focus: 10 minutes Summarise

## KS2 Guided Reading Structure

In KS2, children have Guided Reading in the form of whole class reading. Year 3 use 'Take One Book' for 2 terms across the year. For the rest of the year, alongside Y4-6, they follow the following this Guided Reading model.

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary, Scanning & Skimming practice- 5 Minutes	Vocabulary, Scanning & Skimming practice- 5 Minutes	Vocabulary, Scanning & Skimming practice- 5 Minutes	Vocabulary, Scanning & Skimming practice- 5 Minutes	Vocabulary, Scanning & Skimming practice- 5 Minutes
Extended Reading: 10-15 minutes Teacher Led	Extended Reading: 10-15 minutes Read around	Extended Reading: 10-15 minutes Paired Fluency/ Choral Reading	Extended Reading: 10-15 minutes Independent reading	Extended Reading: 10-15 minutes Echoed Reading
Retrieval Race- 5 minutes	Retrieval Race- 5 minutes	Retrieval Race- 5 minutes	Retrieval Race- 5 minutes	Retrieval Race- 5 minutes
Vipers Focus: 10 minutes Vocabulary	Vipers Focus: 10 minutes Infer	Vipers Focus: 10 minutes Predict	Vipers Focus: 10 minutes Explain	Vipers Focus: 10 minutes Summarise

These sessions allow children to build their reading skills in a number of areas. This could be done in the following ways:

### **Vocabulary**

#### **Find the word race**

Children scan and skim for a word in the text. First to find the word puts up their hand. Discussion about what the word means in the context.

#### **Define me**

Give children a word, ask them to decide what they think the dictionary definition would be. Who was closest?

#### **Find a synonym**

Show children a dictionary definition. Find the word that it could be.

## Extended Reading

Extended reading helps children to build fluency and understand the text further. We will do this in different ways throughout the week.

### Teacher led

Teacher reads to the children and they follow along. Teacher may stop and click fingers at certain points to get children to read a word together. This will encourage children to follow along etc... If children have a photocopied text they should be encouraged to underline words they do not understand.

### Read Around

All children get the opportunity to read a short piece from the text to practise reading aloud to other people. This can be shorter or longer passages depending on the ability level of the child. A child can pass until they feel comfortable to read aloud to the class.

### Paired Fluency

Teacher chooses a passage of the text to be read. Children work in pairs and one child (the stronger reader) will read the passage first with the other child following along. The pair can work together to decode any unfamiliar words. If neither can decode a word, they make a note to discuss with teacher at the end. Pair then swap over and the other child reads the passage.

### Choral Reading

All children in the class read alongside the teacher.

### Echoed Reading

Teacher models reading a passage with a high level of prosody. Children spend some time annotating the passage using a key to indicate where the teacher slowed down, sped up, paused, emphasised words etc... Children then take it in turns to rehearse the text, with the non-reader following with their finger.

Emphasise	_____
Louder	<
Quieter	>
Speed up	□
Slow down	□
Pitch up	□
Pitch down	□
Pause	/

### Independent Reading

Children read silently in short bursts. Teacher should stop and check understanding at regular intervals. Teachers and TAs should support less fluent readers through individual or group reading. Children some have fast finisher activity/ questions if they finish early.

## Retrieval Race

Children will have a series of retrieval questions that they will find in the text independently. Less fluent readers will be supported by teacher/ TA or mixed ability pairs. Teachers should encourage children to use skills such as scanning and skimming.

## Vipers

Each day will consist of a different VIPERS focus. Some examples of activities for the different reading elements:

## Vocabulary

- Find 10 interesting words in your book. Write down what each one means. Now think of your own sentences that use the words.
- Make a list of smaller words hiding inside smaller words in your book. E.g. Chalkboard = chalk + board, shelter – She, he, helter...
- Find 10 adjectives in your book. Now try to use them in your own sentences
- Make a list of words from your book that other children may find hard to spell. Highlight the tricky part in each word. Find 10 adverbs in your book. Put them in alphabetical order.
- List any key words or phrases from the book.
- Draw and label a picture of a setting from your story. Copy words and phrases from the book that help describe the setting.
- Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.
- Make a list of the words and phrases used to create atmosphere, set the scene or describe character

## Inference

- Imagine you are one of the characters from the book. Write a diary entry about an event from the book from that character's point of view.
- How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble?
- Write down three questions you would want to ask a character from the book. Now try to write their answers.
- Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description.
- Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character.
- Write three alternative titles for the book. Explain why you have come up with these titles.

- Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story?
- Write a telephone conversation between two characters from the book. Explain from where you have got your evidence.
- Write a letter from one character in the book to another. Explain from where you have got your evidence.
- Draw a chart to show how a character's feelings change over the course of a story.
- Write a missing scene for the story. This must be something that is implied in the text but which the author has left out

### **Predict**

- After finishing your book, think what would happen if there were an extra chapter; summarise what would happen in this chapter.
- Write a blurb for the book.
- Think of what might have happened before the story took place. Write this in your own words.
- Choose a character from the book and say what you think would have happened if they had behaved/reacted differently.
- Choose a key moment from the story and change the event – what would have happened next?
- Has this book changed your mind about anything?
- Was there something that you thought was true/was going to happen but you've found out is false?
- Before finishing the story, what do you think is going to happen?

### **Explain**

- Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.
- Make a list of the words and phrases used to create atmosphere, set the scene or describe character.
- Find descriptive words in the text. Use a thesaurus to find antonyms and synonyms for the words. Now try to use the new words in your own sentences. Evaluate which is more effective – the author's original choice or the new words you have found.
- Identify where the author has used figurative language. Evaluate the effectiveness of the language choices and the imagery created.
- How is the author trying to make us feel at this point? How does s/he achieve this?
- Are any words or phrases repeated? What effect does this create?

### **Retrieve**

- List all the characters that appear in the story.
- Write some questions about events in the story. See if a friend can find the answers to your questions by using the book.
- Choose one character from the story. Find three things the author says about this character.
- Draw a picture of your favourite character. Label it with words the author uses to describe the character.
- Over what period of time does your story take place? 1 day, 1 week, 1 month, or possibly years? Draw a timeline to show the events in your story. Did the events take place in the order in which we're told them?
- Storyboard events from the story as a comic strip. Which picture would represent the key event/turning point in the story?

- Draw a bar chart to show the most exciting/dramatic parts of the story.
- Create a list of key words that you could use to make a glossary for your book. Now create a glossary with explanations of what each word means.
- Write down some facts you have learned from your book.
- Make a fact file about a topic from your book.
- Create a true/false quiz about the book. Try the quiz out on a friend.

## **Summarise**

- List the main events in the story.
- Summarise the main things you have learned from this book
- Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot.
- Draw a story mountain or story map to show the events in the book.
- Draw a cartoon strip of the main events in the story.
- Sequence events from the story.
- Re-write the story in your own words
- Write a fact file about the main ideas from this book.
- Write a blurb for this book.
- Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school newsletter/website.
- Rewrite a section of your book as a playscript or as a text for younger children.
- Try to summarise the paragraph/chapter/book in 100 words or less.