



Reading Curriculum Intent

- Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities
- To build preferences in reading and to choose to read
- To recognise authors and styles of reading that individuals enjoy
- Engaging in book discussion in a range of contexts, alongside both adults and peers
- Sharing and recommending a range of books
- To gain knowledge and an extensive vocabulary across the Curriculum
- An effective early reading programme
- For Key Stage 1 Phonics Screening Test to be at least 95%

Implementation

Reading for Pleasure, Knowledge and Fluency

Intent	<ul style="list-style-type: none"> • Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities • To build preferences in reading and to choose to read • To recognise authors and styles of reading that individuals enjoy • Engaging in book discussion in a range of contexts, alongside both adults and peers • Sharing and recommending a range of books • To gain knowledge and an extensive vocabulary across the Curriculum • An effective early reading programme • For Key Stage 1 Phonics Screening Test to be at least 95%
Implementation	All reading contexts below contribute to developing reading for pleasure, knowledge and fluency

Curriculum Provision:

1. Reading aloud to children

	FS	Y1	Y2	Y3/4	Y5/6
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading		Widening knowledge of texts and authors, including nonfiction and poetry Sustaining stamina in listening and reading texts Making connections within a book	Introducing children to a wider range of authors and contexts e.g. historical and cultural	Exposing children to challenging and archaic texts, e.g., language, themes,

Implementation	<p>In daily guided reading sessions link to an explicit reading skill / skills (including written comprehension where appropriate)</p> <p>Expose children to texts beyond what they would read themselves by daily class story time sessions led by class teachers linked to the 'Pie Corbett Reading Spine'</p> <p>Expose children to texts beyond what they would read themselves by reading books as part of English Teaching Sequences and The Write Stuff</p>
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2. Independent reading and home/school reading

	FS	Y1	Y2	Y3/4	Y5/6
Intent	<p>Independently reading phonically decodable books matched to their phonic knowledge and skills</p>		<p>Reading age-appropriate books</p> <p>Increasing stamina</p>	<p>Choosing appropriate texts</p> <p>Reading for sustained periods of time</p> <p>Increasing the length and complexity of texts being read</p> <p>Read short novels independently with understanding (by end of Y4)</p>	<p>Reading age appropriate books, including whole novels</p> <p>Widening the range and challenge of books they read, including texts from a wider literary heritage</p>
Implementation	<p><u>School /Home</u></p> <p>Daily Letters and Sounds sessions</p> <p>Teachers to ensure decodable books match the Letters and Sounds phases / teaching</p> <p>Books selected linked to their ability</p> <p>Opportunity to take home their decodable text and share with parent / carer daily.</p>		<p><u>School /Home</u></p> <p>Age appropriate books selected based on 'Book Band Assessment'</p> <p>Reading books organised into a wide range theme i.e. humour, crime, adventure etc</p> <p>Teacher to monitor and keep a record of independent reading</p> <p>Opportunity to take home a book both independent reading and sharing</p>		

3. Teaching of Explicit Reading Skills (Comprehension – both listening and reading)

	FS	Y1	Y2	Y3/4	Y5/6
Intent	To develop comprehension skills (as detailed in National Curriculum) across a range of high-quality texts / genres				
Implementation	<p>The teaching of VIPERS reading programme / skills (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise)</p> <p>Daily 30 minute VIPER guided reading sessions: teacher working / reading to at least one group per day so that pupils can focus on required skills. Once a week whole class VIPERS session</p> <p>An increasing expectation of written recording of understanding from Year 2</p>				
Core texts	Book Band Guided Reading etc				

4. Teaching of Explicit Reading Skills (Word Reading)

	FS	Y1	Y2	Y3/4	Y5/6
Intent	Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent				
Implementation	Daily Letters and Sounds sessions	Daily Letters and Sounds sessions	Daily Letters and Sounds sessions		
Core Documents Used	DFE Letters and Sounds 2007				

5. Texts to support reading to learn across the curriculum

	FS	Y1	Y2	Y3/4	Y5/6
Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects		Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
Implementation	Linking text to develop knowledge and vocabulary across the foundation subjects.				

6. Assessment

	FS	Y1	Y2	Y3/4	Y5/6
Assessment Evidence and Expectation in order to assess impact	EYFSP Tracker Phonic Screening Check Observations of reading behaviour and talking to pupils Independent and home reading records Class Trackers - (VIPERS/ fluency / decoding) Phonic assessments NFER (Summer Y1) (Assessment Week) Book Bands- PM Benchmark Moderation (formal and informal)		SATs (Yr2 and Y6) Phonics Screening Check (retakes) Observations of reading behaviour & talking to pupils Independent and home reading records Class Trackers - (fluency / decoding) NFER (Assessment Week) Book Bands- PM Benchmark Moderation (formal and informal)		

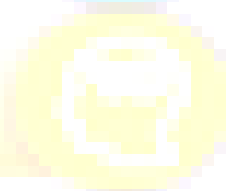
IMPACT

- Pupils will enjoy reading across a range of genres
- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)
- Children will be taught the previous year group's learning in order to fill any gaps in their learning as part of the recovery curriculum

Enjoy



Learn



Succeed

