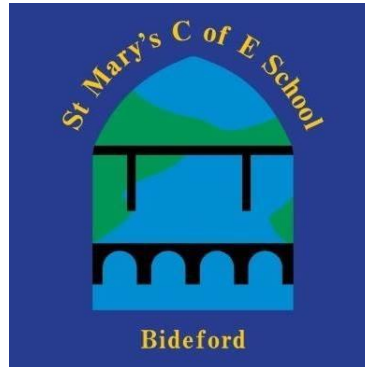


## Reading Curriculum Plan



We have high expectations for reading at St. Mary's Primary School and our teaching focuses on developing pupils' competence in both word reading and comprehension. Our aim for children is to leave KS1 as confident decoders who can speedily recognise familiar printed words. As children move through the school, there is a growing focus on developing children's comprehension skills and linguistic knowledge. By the end of a child's primary education with us, we strive for all pupils to be able to read fluently and have developed a love of reading, knowing the names of significant authors and being able to talk about books they have read and enjoyed.

A reader from St. Mary's Primary School will:

- Enjoy getting lost in a world of books, both through books they read independently and through books that are read to them
- Accurately and speedily read GPCs and segment and blend these in words
- Re-read books to build up fluency and confidence in word reading
- Have a well-developed vocabulary from reading quality, age-appropriate texts
- Become independent, fluent and enthusiastic readers who read widely and fluently
- Read and understand a wide range of fiction, poetry, plays, non-fiction and reference books
- Ask and answer questions to improve their understanding
- Leave the school as someone who reads fluently and effortlessly

## READING FOR PLEASURE

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Intent</b>         | <ul style="list-style-type: none"> <li>• 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</li> <li>• To build preferences in reading and to choose to read</li> <li>• To recognise authors and styles of reading that individuals enjoy</li> <li>• Engaging in book discussion in a range of contexts, alongside both adults and peers (Book Club)</li> <li>• Sharing and recommending a range of books.</li> <li>• To listening to texts which may be beyond the level which they can read</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Implementation</b> | <ul style="list-style-type: none"> <li>• Involvement in World Book Day reading activities to share a love of books.</li> <li>• Visits from authors as part of the Appledore Book festival</li> <li>• Regular visits from Bideford Library to promote reading events (Summer Reading Challenge)</li> <li>• Class visits to the local library- on a termly basis</li> <li>• Class libraries are well stocked with modern and classic literature to engage and interest readers, these include graphic novels, fiction, non-fiction, poetry and books promoting and celebrating cultural diversity.</li> <li>• Reading areas are developed to be attractive and inviting (particularly in FS and KS1 in order to develop Early Reading)</li> <li>• Children take part in reading based activities outside of guided reading in order to explore new authors and genres (Reading café, reading identity, shelfies, book reviews)</li> <li>• Children in UKS2 run a “Silver Stories” club where they read to older members of the wider community, these include residents in care homes and members of the church community.</li> <li>• Recommended texts are displayed in class with pupil comments alongside.</li> <li>• Children and adults ‘invite’ others to read books they have enjoyed.</li> <li>• In addition, all contexts below contribute to developing reading for pleasure</li> </ul> |

## Reading Aloud to Children

|               | <b>FS</b>                                                                                                       | <b>Year 1</b>                                                                                            | <b>Year 2</b>                                                                    | <b>Year 3/4</b>                                                                                   | <b>Year 5/6</b>                                                                   |
|---------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Intent</b> | <p>Building a bank of story and rhyme knowledge</p> <p>Exposing children to texts beyond what they can read</p> | <p>Building a bank of classic story knowledge</p> <p>Exposing children to texts beyond what they can</p> | <p>Widening knowledge of texts and authors, including non-fiction and poetry</p> | <p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p> | <p>Exposing children to challenging and archaic texts, e.g., language, themes</p> |

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|                                      | themselves<br><br>Developing an enjoyment for reading                                                                                                                                                                                                                                                                              | read themselves<br><br>Developing an enjoyment for reading                                                                              | Sustaining stamina in listening and reading texts<br><br>Making connections within a book                                                            |                                                                                                                                        |                                                                                                                                           |
| Implementation                       | Daily exposure to quality books for a minimum of ten minutes each day (more for FS/Yr 1)<br>Development of a reading spine (stepping stones)<br>Opportunities for children to select books they wish to have read aloud<br>Books linked to topics purchased by subject leaders to support with reading across the wider curriculum |                                                                                                                                         |                                                                                                                                                      |                                                                                                                                        |                                                                                                                                           |
| Core Texts<br>( to be selected from) | A range of traditional nursery rhymes as well as familiar picture books with repetition<br>Eg The Very Hungry Caterpillar<br>The Gingerbread Man<br>Elmer<br>The Jolly Postman<br>We're Going on Bear Hunt<br>The Fish that Wished                                                                                                 | A Range of traditional tales and others<br>eg<br>Not Now Bernhard<br>Funny Bones<br>The Colour Monster<br>Dogger<br>How to Catch a star | Simple chapter books by well known authors<br>eg Mr Stink,<br>The Twits<br>Little People<br>Rabbit and Bear<br><br>A range of non-fiction and poetry | Year 3<br>Varjak Paw<br>Tiger Tiger Burning Bright- a poem for everyday<br>Explorers- Amazing Tales of the World's Greatest Adventures | Year 5<br>Alice in Wonderland<br>Cosmic<br>Clockwork<br>Malamander<br>Varmits<br>The Lost Bear<br>The Final Year                          |
|                                      |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                         |                                                                                                                                                      | Year 4<br>Fantastically Great women who changed the world<br>The legend of Podkin one Ear<br>Joan Proctor, Dragon Doctor<br>Flotsum    | Year 6<br>Tom's Midnight Garden<br>Cogheart<br>Journey to the River Sea<br>Skellig<br>Harry Potter<br>Impossible Creatures<br>The Arrival |
|                                      | Children across the school will be exposed to a range and variety of poetry as well as books linked to current topics                                                                                                                                                                                                              |                                                                                                                                         |                                                                                                                                                      |                                                                                                                                        |                                                                                                                                           |

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| Independent reading and home/school reading |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                              |
| Intent                                      | FS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 1 | Year 2                                                                                                                                                                                                                                                                                                                                                                      | Year 3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 5/6                                                                                                                                                     |
|                                             | Independently reading phonically decodable books matched to their phonic knowledge and skills                                                                                                                                                                                                                                                                                                                                                                                                                                             |        | Reading age-appropriate books<br><br>Increasing stamina                                                                                                                                                                                                                                                                                                                     | Choosing appropriate texts<br>Reading for sustained periods of time<br>Increasing the length and complexity of texts being read<br>Read short novels independently with understanding (by end of Y4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reading age appropriate books, including whole novels<br>Widening the range and challenge of books they read, including texts from a wider literary heritage |
| Implementation                              | Decodable books selected based on the Little Wandle sequence of phases and match the individual child’s needs<br>Books selected by adults in class<br>Books are changed once a week having been read in school 3x and then at home.<br>Opportunity to take home a book to share for pleasure in addition to decodable text.<br>Children whose reading is not fluent and accurate have additional reading support during the week.<br>Every class has a reading reward system to further encourage children to read at home with an adult. |        | Children continue to read from phonetically decodable if needed.<br>Regular reading conferences and running records identify when children are ready to move onto more challenging texts-<br>We use book bands turquoise-lime to support early independent readers.<br>Every class has a reading reward system to further encourage children to read at home with an adult. | In KS2, children choose their books from the class libraries where age appropriate books are recommended. Teachers recommend books to children if they are unsure of what to read and each class has some identified books for children to read and sign up for.<br>Currently children keep a personal list of books read and they rate these- moving forward we are introducing “Stepping Stones” to act as a reading spine to ensure children are reading a range of rich texts and genres.<br>Children are expected to read at least 3x a week and they and adults at home are asked to record this in their reading journal.<br>As children progress through KS2 they are encouraged to read longer novels where they can develop their understanding over a period of time. |                                                                                                                                                              |

|                                                               |                                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                    |                                                                                                                                    |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                                                               |                                                                                                                                                                                                                               |                                                                                                                                                             | Every class has a reading reward system to further encourage children to read at home with an adult.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                    |                                                                                                                                    |
| Guided Reading/Reading Instruction/Whole Class Guided Reading |                                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                    |                                                                                                                                    |
|                                                               | FS                                                                                                                                                                                                                            | Year 1                                                                                                                                                      | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 3/4                                                                                                                           | Year 5/6                                                                                                                           |
| Intent                                                        | To teach the comprehension and decoding skills required to achieve age related expectations as detailed in the Early Learning Goals                                                                                           | To teach the comprehension and decoding skills required to achieve age related expectations as detailed in the National Curriculum and Early Learning Goals | To teach the comprehension and decoding skills required to achieve age related expectations as detailed in the National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | To teach the comprehension and decoding skills required to achieve age related expectations as detailed in the National Curriculum | To teach the comprehension and decoding skills required to achieve age related expectations as detailed in the National Curriculum |
| Implementation                                                | Daily teaching of Little Wandle letters and Sounds phonics sessions<br>Guided reading groups 3x week to develop fluency, reciprocity and comprehension.<br>Guided reading small group sessions for children needing catch up. |                                                                                                                                                             | From year 2 onwards we follow the “4 part” whole class reading approach= vocabulary, just read, close read, comprehension.<br><br>The children are taught to ask and answer questions, make predictions, infer, summarise, retrieve and make clarifications.<br>During the session, independent activities enable children to practise and apply reading skills.<br><br>There is an increasing expectation of written recording of understanding throughout KS2<br><br>Children who are not yet working at ARE in reading will have guided reading pre-teach sessions to support their understanding of a text. |                                                                                                                                    |                                                                                                                                    |
| Core Texts                                                    | Little Wandle phonetically decodable texts linked to phases 2,3,4                                                                                                                                                             | Little Wandle phonetically decodable texts linked to phases 3,4,5                                                                                           | The Day the Crayons Quit<br>Georges Marvellous Medicine (extract)<br>Dread Cat- whole novel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 3<br>Charlie and the Chocolate factory<br>The Boy who grew Dragons<br>The Egyptian Sleepover                                  | Year 5<br>Malamander<br>The Explorer<br>Beowulf- playscript + novel                                                                |

|                                              |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                  |                                                                                                                                                  |                                                                                                                                    |                                                                                                                       |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
|                                              |                                                                                                                                                                                 | Large group guided reading from May onwards for those children who are confident readers of phonetically decodable texts                                                                                                                                         |                                                                                                                                                  | <b>Year 4</b><br>The Butterfly Lion<br>Who let the Gods out<br>The Lion the Witch and the Wardrobe                                 | <b>Year 6</b><br>Holes<br>Harry Potter and the Philosopher’s Stone<br>Pig Heart Boy                                   |
|                                              | All year groups also read from non-fiction and poetry texts each term                                                                                                           |                                                                                                                                                                                                                                                                  |                                                                                                                                                  |                                                                                                                                    |                                                                                                                       |
| Shared reading as part of teaching sequences |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                  |                                                                                                                                                  |                                                                                                                                    |                                                                                                                       |
|                                              | <b>FS</b>                                                                                                                                                                       | <b>Year 1</b>                                                                                                                                                                                                                                                    | <b>Year 2</b>                                                                                                                                    | <b>Year 3/4</b>                                                                                                                    | <b>Year 5/6</b>                                                                                                       |
| <b>Intent</b>                                | Children can read and understand simple sentences using phonic knowledge to decode regular words and read them aloud accurately. Children can read some common exception words. | Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently                                                                                                  |                                                                                                                                                  |                                                                                                                                    |                                                                                                                       |
| <b>Implementation</b>                        |                                                                                                                                                                                 | - First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning) |                                                                                                                                                  |                                                                                                                                    |                                                                                                                       |
| <b>Core Texts</b>                            | <b>FS</b><br>Harry and Bucket of Dinosaurs<br>The Jolly Postman<br>Oliver’s vegetables<br>Range of fairy tales                                                                  | <b>Year 1</b><br>How do you feel?<br>Oi Frog<br>Snow in the Garden<br>The Three Little Pigs<br>Puss in Boots<br>Cave Baby                                                                                                                                        | <b>Year 2</b><br>Traction man<br>Amelia Earheart<br>Tell me a dragon<br>The Great Fire of London<br>Grow your own lettuce<br>A First Poetry Book | <b>Year 3</b><br>Mog’s Christmas<br>Calamity<br>Rocks (science in a flash)<br>Paint me a poem<br>A River<br>Cinderella of the Nile | <b>Year 5</b><br>Earth verse<br>The Lost Happy Endings<br>Beyond the Lines<br>Beowulf<br>Westlandia<br>Hidden Figures |

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|  | The Very Hungry Caterpillar<br>Owl babies<br>If grandmother gives you a lemon tree<br>Anywhere Farm<br>Toys in Space<br>Hooray for hats<br>A Tiny seed<br>Is that Wise<br>The colour Monster | Leo and the Octopus<br>Stanley's Stick<br>See Saw<br>Dinosaurs<br>Lubna and the Pebble<br>Pig and Pug<br>The Magic Bed | Augustus and his smile<br>A walk in London<br>Ocean meets the sky<br>Polar Express<br>The Night Before<br>Christmas<br>We are Water protectors | Charlie and the Chocolate Factory<br>A question of history<br>The big book of Bloom<br>Our Tower                                                                                                                                                        | Kasper Prince of Cats                                                                                                                                                              |
|  |                                                                                                                                                                                              |                                                                                                                        |                                                                                                                                                | <b>Year 4</b><br>An anthology of intriguing animals<br>Myth Atlas<br>Mimi and the Mountain Dragon<br>Great women who changed the world<br>Firebird<br>The Lion the Witch and the Wardrobe<br>The Baker by the Sea<br>When I was six<br>A winter's child | <b>Year 6</b><br>The Lost words<br>Blackberry Blue<br>Holes<br>Shackleton's Journey<br>Francis<br>Pig Heart Boy<br>The Piano<br>Our Planet<br>High diving Giraffes<br>Harry Potter |

## Core reading texts to support reading to learn across the curriculum

|                       | FS                                                                                                                                                                                                                       | Year 1 | Year 2                                                                                                     | Year 3/4                                                                                                              | Year 5/6                                                                                                                                                                            |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Intent</b>         | 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. |
| <b>Implementation</b> | Children will be exposed to a range of non-fiction information texts linked to different subjects of their learning. This will provide them with the additional facts and information linked to the National Curriculum. |        |                                                                                                            |                                                                                                                       |                                                                                                                                                                                     |

In addition, children may use computer research topics. Therefore, continuing to develop their knowledge across the wider curriculum.

## Assessment of reading

|                                               | FS                                                                                                                                                                                            | Year 1                                                                                                                                                                                                                                              | Year 2                                                                                                                                                                                                                                                                       | Year 3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 5/6                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment evidence in order to assess impact | EYFSP<br>Observations of reading behaviour and talking to pupils<br>Independent and home reading records<br>Phonics assessments<br>Little wandle keep up<br>Moderation with Early Years team. | Termly NFER paper<br>Phonics Screening check<br>Observations of reading behaviour and talking to pupils<br>Independent and home reading records<br>Phonics assessments<br>Little wandle keep up<br>Reading fluency check-end of Little wandle       | Termly NFER paper<br>Phonics Screening Check<br>Observations of reading behaviour & talking to pupils<br>Independent and home reading records<br>Guided reading records<br>Reading conferences<br>Little wandle rapid catch up<br>Reading fluency check-end of Little wandle | Termly NFER paper<br>Observations of reading behaviour & talking to pupils<br>Independent and home reading records<br>Guided reading records<br>Verbal and written book reviews & recommendations<br>Written responses to reading activities                                                                                                                                                                                                                                                                                     | Termly NFER paper in Year 5<br>Termly SATs papers in Year 6<br>SATs<br>Observations of reading behaviour & talking to pupils<br>Independent and home reading records<br>Guided reading records<br>Verbal and written book reviews & recommendations<br>Written responses to reading activities |
| Assessment expectations                       | We use the ELG’s to determine what needs to be assessed.<br>External moderation with ACCT<br>Notice and focus children identified from ongoing assessments                                    | Phonics screening assessments are undertaken each term throughout the year in the lead up to the PSC for year 1.<br><br>Class teachers use these and their ongoing assessments to identify children who are not achieving age-related expectations. | External moderation-Babcock.<br>We use the National Curriculum to determine what needs to be assessed in reading for children meeting or exceeding age-related expectations. The KS1 Teacher Assessment framework is applied when making teacher judgements.                 | We use the National Curriculum to determine what needs to be assessed in reading for children meeting or exceeding age-related expectations. The KS1 Teacher Assessment framework is applied when making teacher judgements.<br>Children are assessed formally three times a year (once per term) using Pira papers appropriate for their age.<br>In year 6, past SATS papers are used to give children exposure to questions presented in various forms. Targeted interventions are used to help those children falling behind. |                                                                                                                                                                                                                                                                                                |

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|  |  | Targeted interventions<br>are used to help those<br>children falling behind. | Targeted interventions<br>are used to help those<br>children falling behind. |  |
|--|--|------------------------------------------------------------------------------|------------------------------------------------------------------------------|--|