

Reading curriculum Plan

Intent:

By the end of year 6 a reader from Langtree Community School will:

- Have been taught and gained the decoding skills necessary for reading and had the opportunity to practice the skills they have learnt through the reading of phonically decodable books in Reception and Key Stage 1
- Have access to, and read a wide range of genres and high quality texts which they might not otherwise have access to at home.
- Will be competent, enthusiastic and confident readers who possess a lifelong love of reading.
- Have access to a curriculum which has reading at its core across all other curriculum areas.

| Reading for pleasure | | | | | |
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| Intent | <ul style="list-style-type: none"> • Create a reading curriculum where children are exposed to a range of high quality texts in a variety of contexts. • Provide children with the opportunity to browse literature and implement structured reading activities. • Share and recommend a range of books. • Take part and engage in discussions alongside adults and their peers about what they have read individually or as a class. • Have access to the school and class libraries. | | | | |
| Implementation | All reading contexts below contribute to developing reading for pleasure. | | | | |
| Curriculum Provision | | | | | |
| | Foundation Stage | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
| Reading aloud to children | | | | | |
| Intent | Build a bank of story and rhyme knowledge. Expose children to texts beyond what they can read themselves. Develop an enjoyment for reading. | Develop an enjoyment of reading. Expose children to texts beyond what they can read themselves. | Widening knowledge of texts and authors including fiction, non-fiction and poetry. | Introduce children to wider range of authors and contexts. E.g. historical and culture. | Expose children to challenging and archaic texts e.g. language and themes. |
| Implementation | Daily exposure to quality books for a minimum of ten minutes a day. | | | | |

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| <p>Core Texts</p> | <p>Pictures books - some links with topic.</p> <p>Others books that develop the children's vocab.</p> <p>Choosing by looking at the pictures that the children would be drawn to.</p> | <p>Flotsam and Jetsam by Tanya Landman</p> <p>Meet the Twitches by Hayley Scott</p> <p>Aristotle by Dick-King Smith</p> <p>George's Marvellous Medicine by Roald Dahl</p> <p>Fantastic Mr Fox by Roald Dahl</p> <p>The Christmasaurus by Tom Fletcher</p> | <p>-The Fox and The Ghost King by Michael Morpurgo</p> <p>-The Boy in The Dress by David Walliams</p> <p>-Quick, let's get out of here by Michael Rosen</p> <p>-The Explorer by Katherine Rundell</p> <p>-When Hitler Stole Pink Rabbit by Judith Kerr</p> <p>-The Boy at the back of the Class by Onjali Rauf</p> | <p>Marianne Dreams - Catherine Storr</p> <p>Tom's Midnight Garden - Philippa Pearce</p> <p>I Am David - Anne Holm</p> |
| <p>Independent Reading and home/school reading</p> | | | | |
| <p>Intent</p> | <p>Children to read phonically decodable books linked closely to their phonics knowledge and skills.</p> | <p>Where necessary read phonetically decodable books linked closely to their phonics knowledge.</p> <p>Read age appropriate books from colour banded scheme.</p> <p>Increase stamina when reading.</p> | <p>Choose appropriate texts to read (where necessary from our coloured banded scheme) and read them for a sustained period of time. Increase the length of complexity of texts being read.</p> <p>Read short novels independently with good understanding</p> | <p>Read age appropriate books, including whole novels.</p> <p>Widen the range and challenge of books they read, including texts from a wider literary heritage.</p> |
| <p>Implementation</p> | <p>Phonetically decodable books chosen to closely link to children's phonics ability following the Letters and Sounds teaching scheme.</p> <p>Class Teacher or TA to choose suitable books.</p> <p>Books to be changed once a week.</p> | <p>Children to read age appropriate books.</p> <p>Teachers and Teaching Assistants to monitor which age related books are selected.</p> <p>Provide the children with the opportunity to take home a library book of their choice in addition to an age related book.</p> | | |

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| | Provide children with the opportunity to take home a book to share for pleasure that they have chosen in addition to the decodable text. | |
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Guided Reading/Reading Instruction

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| Intent | <ul style="list-style-type: none"> To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in the National Curriculum). | | | | |
| Implementation | <p>Daily letters and sounds session</p> <p>Listen to children read individually twice a week</p> | <p>Daily letters and sounds session.</p> <p>Listen to children read individually at least once a week.</p> <p>Guided reading session (each group to read once a week)</p> | <p>No nonsense spelling</p> <p>Listen to children read individually at least once a week.</p> <p>Guided reading session (each group to read once a week).</p> | <p>Daily 30 minute guided reading sessions: Teacher working with at least one group per day.</p> <p>As part of a GR reading session, independent activities are planned for children to work independently enabling them to practice and apply their reading skills (when not in a guided group with the teacher).</p> <p>As children progress through the school there is an increasing expectation of written recording of understanding throughout KS2.</p> | |
| Core Texts | Decodable phonics books | <p>Decodable phonics books</p> <p>Colour banded texts from blue to purple.</p> | <p>Colour banded texts from purple to white</p> <p>Free reader texts</p> | <p>Age appropriate Guided free-reader texts - continue on the banded colour scheme books.</p> <p>Free reader texts</p> | <p>A range of age-appropriate texts, including:</p> <p>Amber's Secret - Ann Pilling</p> |

Shared reading as part of the teaching sequence

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| Intent | Expose children to a high-quality text including fiction, non-fiction and poetry. Ensure the text is of a higher level than the children could access independently. | | | | |
| Implementation | <p>Books chosen that link in with their current topic. Choose a selection of stories, information texts and poems.</p> | <p>The teaching sequences are split into 3 sections:</p> <p>Imitate - children share, have the opportunity to discuss and respond to a text. Children learn the text through story mappings and explore the features that it contains.</p> <p>Innovate - Using the text to create a new version as a group.</p> <p>Invent - Using the text to create their own version of the text.</p> | | | |
| Core Texts | <p>Topics throughout the 3 year cycle:</p> <p>Year 1:</p> <p>Rhymes and Festivals</p> <p>Water</p> | <p>Two year cycle:</p> <p>Year A:</p> <p>- Look inside space</p> <p>- Book of Slime</p> <p>- Mixed up Fairytales</p> | <p>Two year cycle:</p> <p>Year A:</p> <p>-A walk in London</p> <p>- Grendel - A Cautionary Tale.</p> | <p>Two year cycle:</p> <p>Year A:</p> <p>- The Story of Antigone</p> <p>- Jungle Survival Handbook</p> | |

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| | <p>Colour and Light</p> <p>Year 2: Homes and Materials Shiny Things On the Move</p> <p>Year 3: Big Things The Great Outdoors You and Me</p> | <ul style="list-style-type: none"> - The Train Ride - Traction Man is Here! - Ellsworth's Extraordinary Ears <p>Year B:</p> <ul style="list-style-type: none"> - I love bugs - How to wash a woolly mammoth - Little Red Riding Hood: Nosy Crow - Now you know science: Hot and Cold - Mrs Armitage and the big wave | <ul style="list-style-type: none"> - How Santa Really Works - Mog's Christmas Calamity. - Carry Me Away. - Beyond the Stars. -The Book of Bones. - Meerkat Mail. - Myth Atlas. - Fantastically Great Women Who Changed the World. - Blue John. - The Works. <p>Year B:</p> <ul style="list-style-type: none"> -Lord of the Forest - A River - Bill's New Frock. - Rainforest Rough Guide. - Marvin and Milo. - Poetry Pie. - The Great Fire of London. - Mimi and the Mountain Dragon. -The Paper-Bag Prince. - Paint me a Poem. - Arthur and The Golden Rope. -How to Invent. | <ul style="list-style-type: none"> -Bethlehem - Everest - The Chronicles of Harry Burdick - Charles Dickens - A thief in the village. - Cloudbusting <p>Year B:</p> <ul style="list-style-type: none"> -The Secrets of Stonehenge - Where my wellies take me. - Beowulf - Women in Science - The Shadow Cage - Are Humans Damaging the Atmosphere? - The Lost Words. |
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Core reading texts to support reading to learn across the curriculum

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| <p>Intent</p> | <p>Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects.</p> | <p>Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects.</p> | <p>Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum.</p> | <p>Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.</p> | <p>The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are</p> |
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| | | | | | genuinely motivated to find out information. |
| Implementation | Books chosen to link in with the termly topic. Each week has a different theme within that topic - books selected to match the current theme. | Read core texts to provide the children with more knowledge about the topic alongside completing learning activities on that topic. | Read core texts to provide the children with more knowledge about the topic alongside completing learning activities on that topic. | Read core texts to provide the children with more knowledge about the topic alongside completing learning activities on that topic. | Read core texts to provide the children with more knowledge about the topic alongside completing learning activities on that topic. |
| Core Texts | | Florence Nightingale - Liz Gogerly Florence Nightingale - Kay Barnham Other texts vary, depending upon the subject being taught. | Florence Nightingale - Liz Gogerly Florence Nightingale - Kay Barnham Other texts vary, depending upon the subject being taught. | -The Fox and The Ghost King by Michael Morpurgo (Tudors) The Explorer by Katherine Rundell (Rainforest) -When Hitler Stole Pink Rabbit by Judith Kerr (WW2) | Texts vary, depending upon the subject being taught. |

Assessment

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| Assessment Evidence in order to assess impact | <ul style="list-style-type: none"> - EYFSP - Observations of reading behaviour and talking to pupils. - Independent and home reading records. - Phonics assessments. | <ul style="list-style-type: none"> -Reading Diaries -Phonics screening check - Phonics assessment -Guided reading records -Notes made from discussion of class stories. -NFER assessments (Spring and Summer term) | <ul style="list-style-type: none"> -SATs scores -Phonics screening checks (if re-taken) - Reading diaries - Guided reading records. -NFER assessments. | <ul style="list-style-type: none"> - NFER assessments. - Observations of reading behaviour and talking to pupils. Independent and home reading records. - Guided reading records. - Verbal and written book reviews. - Written responses to reading activities. | <ul style="list-style-type: none"> - SATs results - NFER assessments - Observations of reading behaviour and talking to pupils - Independent and home reading records. - Guided reading records. - Verbal and written book reviews and recommendations. - Written responses to reading activities. |
| Assessment expectations (what assessment criteria are used? When? Moderation?) | | -Babcock assessment sheets. | -Babcock assessment sheets. -Moderation of year 2 work during the Summer Term. | -Babcock assessment sheets. | -Babcock assessment sheets. - Moderation of year 6 work in the Summer Term. |

