



The Reading Curriculum

Reading is a fundamental skill, enabling children to access not just their curriculum subjects, but allowing them to comprehend the world around them. We have placed reading at the heart of our curriculum. A positive attitude and genuine love of literature can often be hard to instil so we look for every opportunity to support children in developing their literary horizons.

Phonics

We use the systematic Read Write Inc. program for our phonics teaching. Read Write Inc. starts within our Nursery when the children are ready, and continues throughout Reception classes and into Year 1. Some children will continue to have some specific phonics teaching from Year 2 upwards.

In our Nursery, Read Write Inc. is delivered to small groups of pupils who are ready. This usually happens in the summer term.

Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step by step. Children in Reception and Year 1 have a daily phonics session. Children experience success from the very beginning. Phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words. As children re-read the stories, their fluency increases. During this session they learn new sounds and continue to practise previously learnt sounds. This will be taught by teachers and teaching assistants, all of whom have received training.

Every 6-8 weeks children are assessed and their grouping altered as the programme works on the stage and not the age of the child.

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There is also designated reading time per day for the class novel to be read by an adult. Whilst children have sight of the text, using an adult models thinking aloud on certain points to develop inferential thinking and shows control over automaticity, accuracy and prosody. In EYFS, children will share a book with an adult daily. The book chosen by the adult will include fiction and non-fiction. Often they will be linked with topic, CLPE recommendations or festivals throughout the year.

In Years 1-6, each class has a set range of novels to read through the year, laid out in Appendix One.

EYFS – Year 1

As part of Read Write Inc, phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Along with this, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.

Years 2-6

Each class has at least four whole class guided reading sessions per week. The purpose of them is to improve vocabulary comprehension and application, explicitly teach reading strategies and widen background knowledge. Sessions are based on both the class novel and alternate texts. Subject specific strategies linked to content domains including retrieval, inference, prediction and



summarisation are taught as both stand-alone lessons and in combination with each other, laid out in Appendix Two, Three and Four.

Coupled with our specific reading lessons, we use the Centre for Literacy in Primary Education as a recommendation for texts used in our English lessons. This gives each year group a vast range of enriching texts to choose from, primarily suggested by CLPE for their ability to deepen their appreciation and engage with a variety of writers, also set out in Appendix One. The children have an English lesson every day with these high-quality texts supporting the themes of their learning. They are exposed to a wide range of adventurous vocabulary which in turn they then incorporate in their writing.

Supporting Reading development

Reception / KS1

All children have a selection of reading books that go home with them, each with a specific purpose. The first book is chosen to support the child's understanding of phonics, allowing them to practise the phonemes learnt and develop their speed, accuracy and expression when reading aloud. A second book supports their comprehension skills. There may be certain sounds that the child has not yet learnt, but the book is there to encourage the child to discuss and question their understanding of the themes and ideas found in the text. Finally, there is a free choice book that children bring home in order to develop their love of books. These books are meant to be read with support, allowing them to explore new ideas, meet new characters and visit new places they could not access independently.

LKS2

Reading in Lower Key Stage 2 continues to follow the Oxford Reading Tree. Those children who still need phonics reinforcement have use of literacy gold (a phonics-based intervention) and regular small group practise. However, most children who have moved through these books are now reading ORT books which are non-phonics based. It is the expectation that most children will be 'free readers' by the end of Year 4.

UKS2

In Upper Key Stage 2 the children are given the freedom to choose their own book to use as their reading book which enables them to investigate and develop their own interests. All children are expected to change their books at least once a week unless they are choosing their own, as these books may require more time.

Children not securing expected for phonics / Lowest 20%

Children who do not secure the expected level for phonics in the Year 1 assessment are placed in regular intervention groups throughout Year 2. This is a continuation of the Read Write Inc. programme studied in Year 1 and offers further chance to embed the phonemes needed for successful decoding. To support this, children use two online programmes: Reading Unlocked and Literacy Gold. Reading Unlocked is aimed at KS1 children who need to develop their basic phonological awareness. This is achieved through a range of auditory and blending exercises. Literacy Gold is aimed for children who struggle to see and hear individual phonemes within words.



Engaging Eyes, exercises the eye muscles, helping them work together and reduces eye movements. Fluency Builder develops auditory skills so they can hear the sounds in words. Children in KS2 identified as well below their peers in reading are also screened at the beginning of the year using the Year 1 phonics assessment. The analysis of this then provides a more focused approach as custom lists are created for home practice. As well as this, phonemes that children did not successfully decode are put into a regular 'green' word practice in a small intervention group. Children in KS2 who are still not reading at an age-appropriate level have 1:1 sessions through the Read Write Inc. Fresh Start programme. Pupils learn new letter-sounds and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in lively, age-appropriate stories and non-fiction texts closely matched to their phonic knowledge.

Fluency tracking

Reading fluency refers to the reader's ability to read effortlessly with accurate word recognition (accuracy), at an appropriate speed (automaticity) and with meaningful expression which enables them to construct the meaning of the text (prosody). Within lessons, teachers regularly model good oral reading as well as use a variety of techniques across the curriculum. This includes echo reading (teacher models an extract and is echoed back by the class), paired reading (taking each sentence / paragraph in turn without losing speed) and performance reading (children practise how to read an extract before performing to the class). Reading speed is calculated by measuring the number of words a child reads correctly with an age-appropriate text. This is tracked each half term across Key Stage 2, with a target of at least 110 words per minute by the end of Year 6.





Reading Environment and Enrichment

Book corners and library

Each classroom has its own mini-library, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home. The books themselves are the most important aspect of any book corner and is full of different genres and text types, designed to build and challenge each child's reading preferences. So to ensure that children are not overwhelmed by choice, books are displayed facing forward. This also serves to highlight topics, titles or authors promoted by the teacher.

Wallingford Book a month

We have continued a monthly book scheme from Wallingford Bookshop. Each month, a new title is wrapped and delivered to each class before being shared on a Friday.

Books at playtime / lunchtime

To continue to promote reading for pleasure and as part of a range of activities offered during unstructured break times, children are offered the chance to take their personal reading book or choose from an age-related selection provided.

World Book Day

Although we promote reading all year, there is a particular community focus on it during March. We aim to offer a range of events, trips and competitions, as well as a dressing up theme at the end of the week.

Appendix One

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLPE driver texts	We're going on a bear hunt	On Sudden Hill by	Here's a little poem	Errol's Garden by	Handa's Surprise	Surprising Sharks by



	by Michael Rosen	Linda Sarah	by Jane Yolen	Gillian Hibbs	by Eileen Browne	Nicola Davies
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Year One			
	Childhood	Bright Lights, Big City	School Days
Suggested texts used in English	The Story Orchestra; Carnival of the Animals by Katy Flint The Snail and the Whale by Julia Donaldson The Secret Sky Garden by Linda Sarah and Fiona Lumbers Wild by Emily Hughes Where the Wild Things Are by Maurice Sendak Once upon a dragon's fire by Beatrice Blue Hummingbird by Nicola Davies Look Up by Nathan Bryan The Last Wolf by Mini Grey The Fox and the Star by Coralie Bickford-Smith		
Class Novel / Whole Class Guided Reading	Levelled texts from Read Write Inc.		

Year Two			
	Movers and Shakers	Magnificent Monarchs	Coastline
Suggested texts used in English	The Story Orchestra; Carnival of the Animals by Katy Flint Man on the Moon by Simon Bartram The Lonely Beast by Chris Judge The Storm Whale by Benji Davies The Secret of the Black Rock by Joe Todd-Stanton Rapunzel by Bethan Woolvin Beegu by Alexis Deacon		
Class Novel / Whole Class Guided Reading	RWI Bob's Best Ever Friend by Simon Bartram I am Rosa Parks by Brad Meltzer Gorilla by Anthony Browne	Queen Victoria's Bathing Machine by Gloria Whelan My Dad by Anthony Browne The Bear and the Piano by David Litchfield Claude and the City by Alex T. Smith	Katie Morag and the New Pier by Lorraine Pattinson Little Red by Bethan Woolvin Pattans Pumpkin by Chitra Soundar

Year Three			
	Through the Ages	Rocks, Relics and Rumbles	Emperors and Empires
Suggested texts used in English	The Story Orchestra; Carnival of the Animals by Katy Flint The Iron Man by Ted Hughes Pebble in my Pocket by Meredith Hooper Pugs of the Frozen North (excerpts) by Phillip Reeve Fly Eagle Fly by Christopher Gregorowski Firebird by Saviour Pirotta		



Class Novel / Whole Class Guided Reading	Wild Robot by Peter Brown	Firework maker's daughter by Robert Pulman Billy and the Minpins by Roald Dahl	Varjak Paw by S.F. Said
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Year Four			
	Invasion	Misty Mountain, Winding River	Ancient Civilisations
Suggested texts used in English	The Story Orchestra; Carnival of the Animals by Katy Flint The Lion and the Unicorn and Other Hairy Tales by Jane Ray The Great Kapok Tree by Lynne Cherry Arthur and the Golden Rope by Joe Todd-Stanton Mousehole Cat by Antonia Barber Mouse Bird Snake Wolf by David Almond Phoenix Code by Helen Moss (excerpts)		
Class Novel / Whole Class Guided Reading	The Super Miraculous Journey of Freddie Yates	The Explorer by Katherine Rundell	The Phoenix Code by Helen Moss

Year Five			
	Groundbreaking Greeks	Dynamic Dynasties	Sow, Grow and Farm
Suggested texts used in English	The Story Orchestra; Carnival of the Animals by Katy Flint Adventures of Odysseus by Hugh Lupton Who Let The Gods Out by Maz Evans Falling Out of the Sky poem anthology edited by Rachel Piercy and Anna Wright One Thousand and One Arabian Nights by Geraldine McCaughrean Skellig (excerpts) by David Almond Kai and the Monkey King by Joe-Todd Stanton Varmints by Helen Ward Tom's Midnight Garden by Philippa Pearce I am the seed that grew the tree by F. Waters		
Class Novel / Whole Class Guided Reading	Percy Jackson and the Lightning thief by Rick Riordan	Cosmic by Frank Cottrell-Boyce Illustrated stories from China by Various	Charlotte's Webb by E.B. White

Year Six			
	Britain at War	Frozen Kingdoms	Maafa
Suggested texts used in English	The Story Orchestra; Carnival of the Animals by Katy Flint The Journey by Francesca Sanna Pax (excerpts) by Sara Pennypacker The Christmas Truce by Carol Ann Duffy Northern Lights (excerpts) by Philip Pullman Shackleton's Journey by William Grill Ice Bear by Jackie Morris Just so Stories by Rudyard Kipling		



	Arrival by Shaun Tan Aesop's fables by Aesop Rabbits by John Marsden		
Class Novel / Whole Class Guided Reading	Stormbreaker by Anthony Horowitz Goodnight Mr Tom by Michelle Magorian	Northern Lights by Philip Pullman The Wolf Wilder by Katherine Rundell	Pig Heart boy by Malorie Blackman Extracts of Noughts and Crosses by Malorie Blackman

Appendix Two

Key Stage One (Years 1-2)	Key Stage Two (Years 3-6)
1a draw on knowledge of vocabulary to understand texts	2a give / explain the meaning of words in context
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	2b retrieve and record information / identify key details from fiction and non-fiction
1c identify and explain the sequence of events in texts	2c summarise main ideas from more than one paragraph
1d make inferences from the text	2d make inferences from the text / explain and justify inferences with evidence from the text
1e predict what might happen on the basis of what has been read so far	2e predict what might happen from details stated and implied
	2f identify / explain how information / narrative content is related and contributes to meaning as a whole
	2g identify / explain how meaning is enhanced through choice of words and phrases
	2h make comparisons within the text

Appendix Three

Susie Spolander – Progression in Word reading

Appendix Four

Susie Spolander – Progression in reading comprehension