

Reading Curriculum Plan

A reader from Highweek Primary School will develop a love of reading from an early age, which is nurtured by their teachers and other adults in school. A reading for pleasure ethos is established throughout the school, and is embedded in the language used by adults when talking about reading. To promote this, daily book talk is encouraged. Children will have access to a range of quality fiction, non-fiction and poetry, which celebrates heritage authors, modern authors, black authors and female authors. Reading is recognised as central to all learning, so children will be able to read to an age appropriate level in order to underpin their learning across the curriculum as well as for pleasure. Teachers take responsibility for equipping the children with strategies to be confident and independent readers. This is enabled by a sequential and rigorous approach to reading: Read, Write, Inc. phonics and reciprocal reading throughout the school. Every child accesses books to build their bank of language and vocabulary as well as their understanding of the world. Children who are falling behind in their reading attainment are identified and supported.

- In EYFS and Key Stage 1, books are exciting and support children with practising their phonic sounds and developing their early reading comprehension skills. They begin to expand their bank of favourite stories.
- Children in Key Stage 1 have access to high quality texts which evolve their enthusiasm of reading
- Children in Key Stage 1 can read and take home a book at their phonetic level as well as a reading for pleasure book
- All children will have access to daily reading aloud by their teacher, and book discussion is encouraged
- Children will mature their sense of preference in texts, and will be able to access a range of books from the library
- Children know where they can find recommendations for books
- Literature is placed at the centre of school, modelling an importance for reading
- Poetry week celebrates and promotes reading and understanding poetry, as well as reading aloud and performing
- Children in KS2 read books which are at the correct level for them
- In EYFS two books are taken home weekly, a book at their phonic level and a book for pleasure.
- In EYFS children learn a poem a week from the Helicopter stories poetry basket.
- In EYFS fiction and non-fiction books are immersed in the environment to support children's learning.

Reading for pleasure				
Intent	<p>Creating a culture where reading takes place for pleasure and for greater use in the wider world. Children are exposed to language rich texts from a range of authors and eras and know where they can seek recommendations about what to read next. All children have the opportunity to be read to as well as having time for independent reading of exciting Literature. Children will develop a sense of preference in the literature that they read, and can talk about their developing passion of reading to other children and adults. Children will develop knowledge of authors and genres and will be exposed to diverse authors and contexts which they may not have otherwise accessed. Children view reading for pleasure to include an exciting range of genres to include non-fiction and poetry. A love of reading is modelled by adults in school and nurtured by the experiences and environments which they are exposed to.</p>			
Implementation	<ul style="list-style-type: none"> • Classroom reading corners are engaging and promote a love of books • Reading recommendation displays provide children with guidance in which book to choose next • Reading spine is adopted by each year group and ensures that children get access to an exciting and diverse range of Literature during their time at Highweek • Black History Month texts are studied through guided reading in October to celebrate black authors, introduce children to unfamiliar texts and authors and study inspirational black figures in history using the reciprocal reading skills • The regular reading newsletter provides suggestions and resources to parents for supporting reading for pleasure at home • Surprise reader links older children with children in KS1 as reading role models and promotes the reading culture • Male year 6 reading role models ensure that there are areas of the library designed to promote reading to disengaged boys (linked to school data- gender gap) • All teachers model an enthusiasm for reading • Daily time is given to reading aloud • Reading quality texts is a key part of Literacy teaching • World Book Day is seen as a shared reading experience throughout the school and provides an immersive and engaging day to build enthusiasm and parental engagement in reading • Authors and actors visit the school are used to create memorable reading experiences • Poetry week exposes children to a range of poetry, both modern and from Literary heritage <p>All reading contexts below contribute to developing reading for pleasure</p>			
Curriculum Provision:				
	FS		Y1/2	Y3/4
				Y5/6

Reading aloud to children				
Intent	<p>Building a bank of story and rhyme knowledge</p> <p>Exposing children to texts beyond what they can read themselves</p> <p>Developing an enjoyment for reading</p> <p>Developing Early poetry awareness and skills</p>	<p>Widening knowledge of texts and authors, including non-fiction and poetry</p> <p>Sustaining stamina in listening and reading texts</p> <p>Making connections within a book</p> <p>Building skills in 'book talk'</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p> <p>Having and encouraging regular 'book talk' after being read aloud to by an adult</p>	<p>Exposing children to challenging and archaic texts, e.g., language, themes,</p> <p>Book talk naturally takes place after story time.</p> <p>Children have good spoken language skills when reading a text aloud.</p>
Implementation	<p>Daily exposure to quality books for a minimum of ten minutes through the reading spine and teaching sequences</p> <p>Development of a reading spine to include a range of texts: fiction, non-fiction and poetry</p> <p>Poetry week is celebrated throughout the school in line with National Poetry Day). Previously, we have had poets such as Michael Rosen and Karl Nova to work with the children the children to perform and/ or lead workshops. During Poetry Week, all year groups have a key poem to explore in line with the poetry progression and perform at the end of the week after learning. Children get an opportunity to hear poems read aloud by a professional performer/ poet as well as their teachers and other children in the school. There will be a poetry exhibition where children can listen to poems read aloud by children and adults.</p> <p>Highweek will host a Shakespeare week in the Spring term where all children will have a shared experience of learning about a Shakespeare play. Shakespeare theatre company will come in to do drama with the children around the play studied. Children can listen to Shakespeare read aloud by children, teachers and professional actors.</p> <p>Readers Theatre is adopted as a sequential and rigorous pedagogy for the teaching of reading fluency. Children are taught how to read as modelled by the teacher and other children. Progress is monitored through teacher feedback, peer feedback, use of the multidimensional fluency scale and video recording using classroom iPads.</p>			
Core texts	<ul style="list-style-type: none"> • Reading spine and other key texts used throughout the year • A range of poems, nursery rhymes and songs 	<ul style="list-style-type: none"> • Reading spine and other key texts used throughout the year • A range of poems, fiction and non-fiction texts 	<ul style="list-style-type: none"> • Reading spine and other key texts used throughout the year A range of poems, fiction and non-fiction texts 	<ul style="list-style-type: none"> • Reading spine and other key texts used throughout the year A range of poems, fiction and non-fiction texts

Independent reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills. Sharing books for pleasure at home. Early parental engagement with reading.	Reading age-appropriate books Increasing stamina Parental engagement with reading supports a child's developing reading skills.	Choosing appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read short novels independently with understanding (by end of Y4) Parental engagement with reading supports a child's developing reading skills.	Reading age appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage. Parental engagement with reading supports a child's developing reading skills.
Implementation	Decodable books selected based on link to Read, Write, Inc. phases Books selected by adult in class Books changed weekly by an adult Opportunity to take home a book to share for pleasure in addition to decodable text (RWI book) Children can access AR when the RWI programme has been completed EYFS- Access to the Busy Bee Library, which is used for reading for pleasure books. RWI Nursery is used for phonetic decodable books for children in Reception Class. Parental/ home engagement is encouraged by: <ul style="list-style-type: none"> • World Book Day • Poetry Week • Shakespeare week • Reading newsletter 	Star reader test completed during assessment weeks Books selected based on AR range Teachers monitor through AR reports Opportunity to take home a book in addition to AR book Disadvantaged children targeted and provided with a reading record where necessary Parental/ home engagement is encouraged by: <ul style="list-style-type: none"> • World Book Day • Poetry Week • Shakespeare week • Reading newsletter 		
Guided reading/reading instruction				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			

<p>Implementation</p>	<p>Daily Read,Write,Inc. session demonstrating fidelity to the programme Extra catch up phonics interventions are delivered by a skilled adult Children are to take home a book at their phonic level Termly phonics assessments are carried out and group are changed accordingly Reciprocal reading as a teaching approach to comprehension is introduced after the phonics programme is completed.</p>	<p>Whole class guided reading sessions are used with the focus on quality-first teaching of comprehension skills. With support from reading lead, teachers select and use quality texts from different genres. These can be linked to the teaching topic where appropriate, or selected for rich opportunities for inference. Reciprocal reading is used with a focus on clarifying, questioning, summarising and predicting from the text. Adults model the skills and children have increasing independence. Teachers provide children with comprehension questions, which are presented and phrased in a variety of ways. An increasing expectation of written recording of understanding through KS2 Daily readers are identified in each class where the supporting adult can model fluent reading and comprehension skills The Accelerated Reader programme is used across KS2 to match children to reading at the correct level and monitor comprehension</p>		
<p>Core texts</p>	<p>Read,Write,Inc. scheme for the teaching of phonics. Teachers choose a range of exciting texts to promote the teaching of reading comprehension, supported by reciprocal reading.</p>	<p>A range of texts are used Literacy Shed VIPERS & Comprehension Plus Cracking comprehension Picture comprehension Video comprehension Collins: Assessing reading fluency</p>	<p>A range of texts are used Literacy Shed VIPERS & Comprehension Plus Cracking comprehension Picture comprehension Video comprehension Collins: Assessing reading fluency</p>	<p>A range of texts are used Literacy Shed VIPERS & Comprehension Plus Cracking comprehension Picture comprehension Video comprehension Collins: Assessing reading fluency Exemplar SATs materials</p>
<p>Shared reading as part of teaching sequence</p>				
<p>Intent</p>	<p>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</p>			
<p>Implementation</p>	<p>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). High-quality and language rich texts are selected with the cohort and gender gap in mind. Language rich texts support vocabulary gap in the disadvantaged pupils. Highweek teaching sequence guides teachers that time is spend learning the text and rigorously studying it through a range of teaching methods and interactive activities such as role on the wall, drama, talk for writing and hot seating. CPD is giving to all teachers to enable them to embed this as a start to each teaching sequence. Shared reading underpins each writing sequence in Literacy.</p>			
<p>Core texts</p>	<p>Teaching texts Reading spine key texts Whole school focus texts, ie. Black History Month</p>	<p>1/2 teaching texts – see progression of skills for writing document</p>	<p>3/4 teaching texts - see progression of skills for writing document</p>	<p>5/6 teaching texts see progression of skills for writing document</p>

		Reading spine text and other school shared texts – such as poetry week & Black History Month	Reading spine text and other school shared texts – such as poetry week & Black History Month	Reading spine text and other school shared texts – such as poetry week & Black History Month
Core reading texts to support reading to learn across the curriculum				
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 and non-fiction extracts/ texts from across the curriculum and in contexts where pupils are genuinely motivated to find out information. The internet is used for retrieval of information.
Implementation	In Early Years, teachers use a range of fiction and non-fiction texts to support and underpin the teaching and capture the children's natural curiosity. Books which are linked to learning are available for children to explore. Black History Month texts are selected for story time during the month of October to encourage conversations around identity and celebrating black authors	Teachers use a range of texts to support the teaching of every subject in the curriculum. Good quality texts support all teaching and acquiring of knowledge. Black History Month texts are selected for story time during the month of October to encourage conversations around identity and celebrating black authors. Reciprocal reading is used to discuss key figures in Black History and celebrate black authors.	Teachers use a range of texts to support the teaching of every subject in the curriculum. Good quality texts support all teaching and acquiring of knowledge. Children begin to independently seek and use texts for retrieving information around their topics. Black History Month texts are selected for story time during the month of October to encourage conversations around identity and celebrating black authors. Reciprocal reading is used to discuss key figures in Black History and celebrate black authors.	Teachers use a range of texts to support the teaching of every subject in the curriculum. Good quality texts support all teaching and acquiring of knowledge. Children independently seek and use texts for retrieving information around their topics. Children are able to read through a variety of texts and retrieve and prioritise information. Children are given opportunities during lessons to use the internet to research texts to support their learning. Black History Month texts are selected for story time during the month of October to encourage conversations around identity and

				celebrating black authors. Reciprocal reading is used to discuss key figures in Black History and celebrate black authors.
Core texts	Black History Month Look up My Dad is a Grizzly Bear I am Enough	Black History Month reading spine – updated yearly	Black History Month reading spine – updated yearly	Black History Month reading spine – updated yearly
Assessment				
Assessment Evidence in order to assess impact (Examples only)	EYFSP Phonic Screening Check Observations of reading behaviour and talking to pupils Independent and home reading records Reading fluency assessment to assess fluency and accuracy Phonic assessments	SATs Phonics Screening Check Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Running records to assess fluency and accuracy Collins: Assessing reading fluency Y2 - PIRA	AR assessments Observations of reading behaviour & talking to pupils Independent and home reading records (for targeted children) Guided reading records Verbal and written book reviews & recommendations Written responses to reading activities Collins: Assessing reading fluency PIRA	SATs AR assessments Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Verbal and written book reviews & recommendations Written responses to reading activities Collins: Assessing reading fluency PIRA
Assessment Expectations (what assessment criteria are used? When? Moderation?)	Assessment week & moderation purposes.	Assessment week & moderation purposes. Y2- SATs preparation	Assessment week & moderation purposes.	Assessment week & moderation purposes. Y6 – SATs preparation