

Wrenthorpe Academy



Reading Curriculum

Our Reading Curriculum

Intent

Children at Wrenthorpe build a strong foundation for reading in EYFS and Key Stage 1 through a robust and systematic approach to phonics using the Read Write Inc programme. As a result, once children complete the phonics programme, they are ready to move on to developing their comprehension skills. We believe it is vitally important that once skills in phonics and fluency are embedded, children are exposed to comprehension skills drawing on linguistic knowledge and on knowledge of the world. At Wrenthorpe, we have developed an approach to teaching reading that covers a wide range of strategies and provides children with the tools they need to support them in their development as independent readers. As a result of rigorous, reflective planning, we ensure that all areas of reading comprehension are modelled by the teacher, and children are given opportunities to practise these, together with explicit teaching of fluency skills. Class texts are carefully selected to complement our curriculum and ensure that children have background knowledge to support their comprehension. We understand the importance of listening to quality texts which is reflected in our reading spines. We prioritise reading for pleasure and children throughout school enjoy listening to stories during the day.

Implementation

Children in EYFS and Key Stage 1 receive daily phonics lessons using the Read Write Inc programme. Alongside this, children access high-quality texts in their English lessons which are shared with them by the adult. When children come off the phonics programme in Year 2 and throughout KS2, reading is taught daily in whole class sessions. Each session gives children the opportunity to listen to high quality texts. Teachers model how our reading uses more than one strategy as we gather meaning from the text as successful readers. We model the thinking process which takes place during reading, making the implicit explicit. In every session, the text is read aloud by the teacher, modelling the thought processes, and opportunities are provided for children to take part in paired reading. Our texts are chosen to support the wider curriculum, helping children to build background knowledge, make connections and embed learning. Texts are also selected to ensure children are exposed to a range of authorial styles as well as a variety of characters as protagonists. Alongside our taught reading sessions, the children enjoy both an independent and a reading for pleasure (story time) session at different points during the day. The books chosen for this are selected to complement the curriculum spine, providing children with the opportunity to read a wider range of text types.

Impact

Formative assessment takes place during every session, enabling the teacher to make flexible adaptations to their teaching. Reading in Year 2 is assessed formally using the KS1 SAT paper during the assessment window, as well as regular formative assessments conducted by the Year 2 staff, monitoring whether children are ready to progress to the next reading level. Reading in Years 3-5 is assessed using NFER assessments at three points during the year, which gives teachers, leaders and other stakeholders a clear picture of children's progress. Year 6 children are assessed through the use of previous years' SAT papers. Further diagnostic assessments are used, in the form of PM Benchmarking, with a focus on our lowest 20% of learners so that targeted interventions can take place. Children ultimately become confident, fluent readers who can access all areas of the curriculum with understanding and enjoyment. They leave our school having experienced a broad, high quality range of texts that challenge thinking and extend knowledge.

The Reading Curriculum

EYFS and KS1

In EYFS, children become familiar with a breadth of stories which are designed to encourage participation and build a love of books and stories. Our core texts are closely linked to our themes and there is a range of fiction and non-fiction texts, ensuring that by the end of KS1, children have been exposed to a wealth of quality literature. During EYFS, children also learn off by heart a selection of rhymes, poems and stories. This ensures that all children have the opportunity to learn these by rote and use them in further learning experiences. Alongside our curriculum driver texts, we have our reading spine of reading for pleasure books that are read to the children at the end of the day. These texts have been selected from the Talk Through Stories programme, developed by Ruth Miskin, which ensures children are exposed to a range of text structures, themes and characters that develop children's comprehension and vocabulary.

Lower Key Stage 2

As in EYFS and KS1, our reading texts are chosen to compliment our ambitious curriculum. Children read both fiction and non-fiction texts, and teachers model the reading process so that children begin to realise the complexities of reading. Reading strategies are modelled during our daily reading sessions, with opportunities for children to practise their fluency by using paired reading. New and unfamiliar vocabulary is taught explicitly during the lesson, then children read the selected extract from the text, after listening to modelled reading by the teacher. Reading strategies are highlighted to the children so that they understand how all the skills of reading compliment each other. Carefully planned activities allow children to demonstrate their understanding of the text by answering a carefully considered question or practising a specific strategy, such as visualisation or questioning. In addition to teaching reading strategies, teachers also including in their planning opportunities for children to complete different activities related to their class book, further developing their enjoyment and love of reading. Reading For Pleasure books are read to the children after lunch: these are planned texts, however this is regularly revisited so that up to date texts are introduced when necessary.

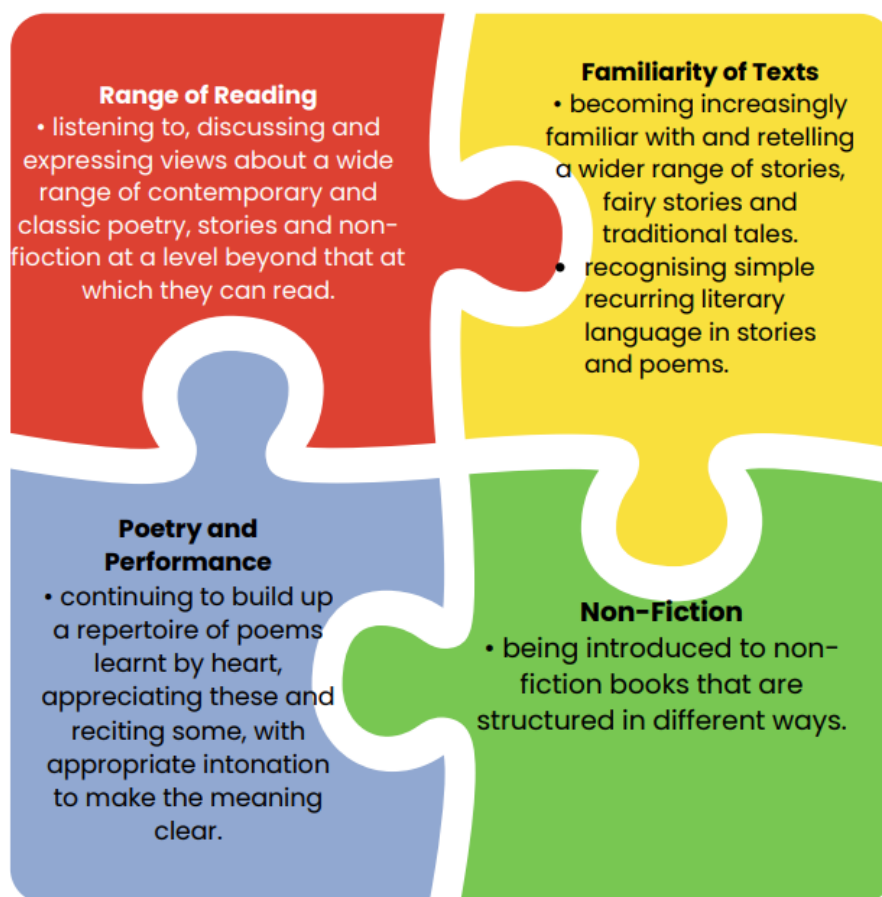
Upper Key Stage 2

In Years 5 and 6, the vast majority of children are able to read more fluently and are confident with the reading strategies. Children are now beginning to investigate the texts more deeply. They begin to discuss the author's choice of language and express their opinions around a range of texts that they become familiar with. The Reading For Pleasure spine, as in previous years, has a range of texts which have been carefully selected to provide challenge, increase children's vocabulary and expose them to texts they may not choose themselves. There is still provision for any children that may still need some phonics interventions to ensure that any gaps in learning are plugged. However, those children are still part of the reading sessions and the high-quality Curriculum Driver and Reading For Pleasure texts so that they are exposed to age appropriate language.

EYFS Reading Overview

Term	Core Texts	Talk Through Stories (RfP)
Autumn 1: Marvellous Me!	Harry and the Bucketful of Dinosaurs Goes to School The Lion Inside The Colour Monster Find Your Happy A Great Big Cuddle	Owl Babies Ruby's Worry Can't You Sleep Little Bear Room on the Broom
Autumn 2: Space/Christmas	How to Catch a Star The Way Back Home Zim Zam Zoom Stickman The Jolly Postman at Christmas	Winnie the Witch Aliens Love Underpants One Snowy Night Stickman
Spring 1: Traditional Tales	The Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk	Billy and the Beast George and the Dragon Where the Wild Things Are The Rainbow Fish
Spring 2: People Who Help Us	Supertato Franklin Goes to Hospital Mog and the Vet	Supertato Burglar Bill Cops and Robbers Zog
Summer 1: Growing Me and Them	What the Ladybird Heard The Hungry Caterpillar The Enormous Turnip The Ugly Duckling Mad About Minibeasts	Click Clack Moo The Wall and the Wild Handa's Hen The Extraordinary Gardener
Summer 2: Holidays Around the World (and Transport)	What the Ladybird Heard at the Beach William Bee's Wonderful World of Things That Go! Shark in the Park	Billy's Bucket Lost and Found Farmer Duck Six Dinner Sid

Key Stage 1 Reading Overview



Links to National Curriculum

Word Reading	
	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words until reading is fluent. • Respond speedily with the correct sound to grapheme for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (y1) • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately most words of two or more syllables that contain the same graphemes as above. (Y2) • Read common exception words. • Read other words of more than one syllable that contain taught GPCs. • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
Language Comprehension	
	<ul style="list-style-type: none"> • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • Discuss word meanings, linking new meanings to those already known. • Discuss and clarify the meaning of words, linking new meanings to known vocabulary (Y2)
Fluency	
<u>Y1</u>	<ul style="list-style-type: none"> • Re-read books that are consistent with their developing phonic knowledge to build up their fluency and confidence in word reading. • Recite some rhymes and poems by heart.
<u>Y2</u>	

- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books that are consistent with their improving phonic knowledge, to build up their fluency and confidence in word reading.
- Recite some poems learnt by heart with appropriate intonation to make the meaning clear.

Key Stage 1 Reading Overview – Comprehension

Understanding	Discussing Reading	Prediction	Inference
<ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and correcting inaccurate reading. 	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Discuss the significance of the title and events. • Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done.

Key Stage 1 Book Lists

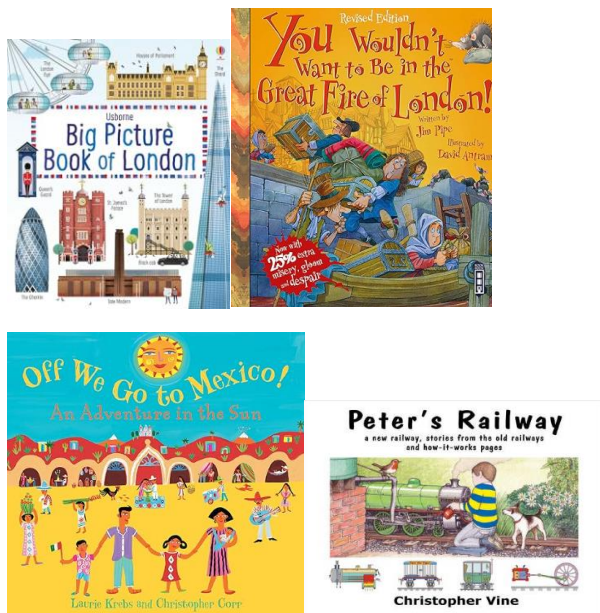
KS1 Curriculum Driver (REC) Books (Year A)



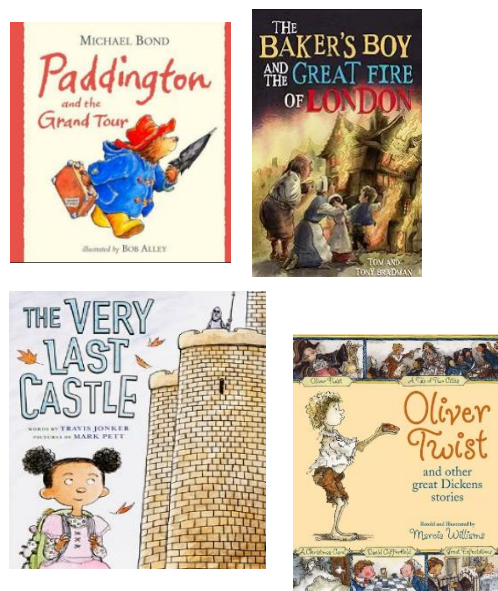
KS1 Core Texts (Year A)



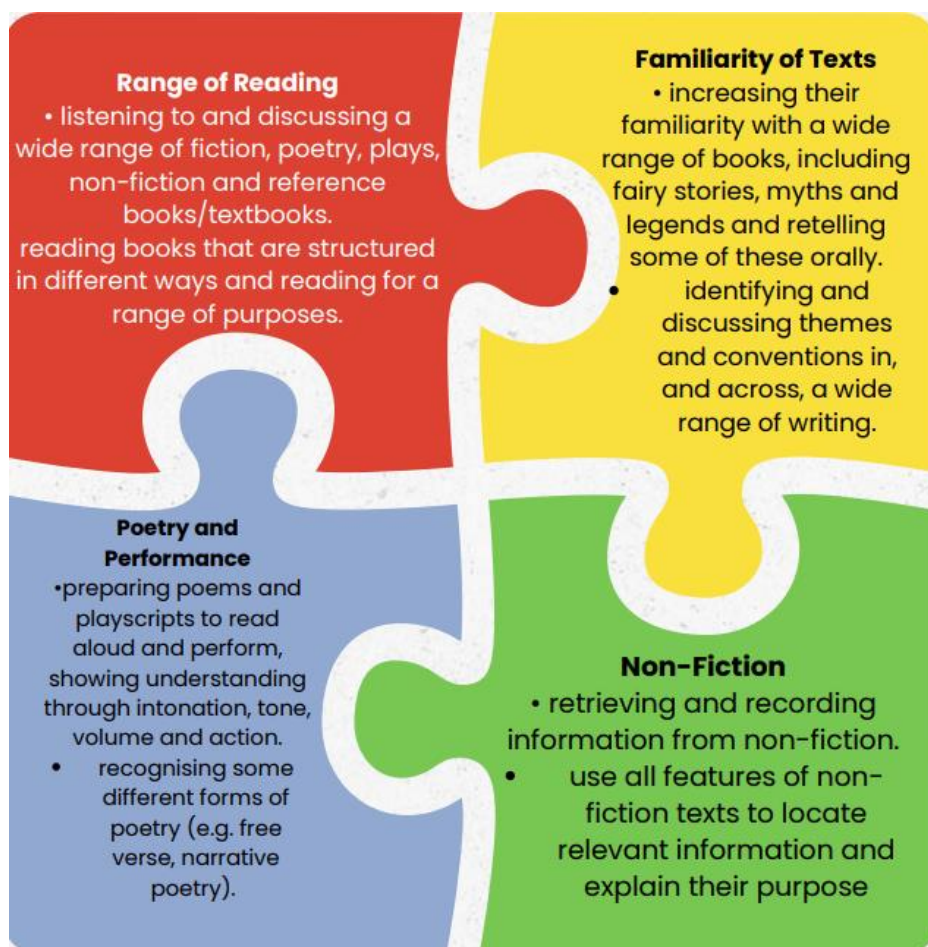
KS1 Curriculum Driver (REC) Books (Year B)



KS1 Core Texts (Year B)



Lower Key Stage 2 Reading Overview



Links to National Curriculum

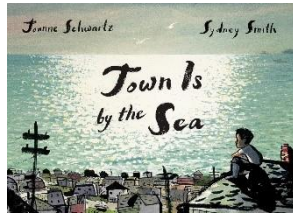
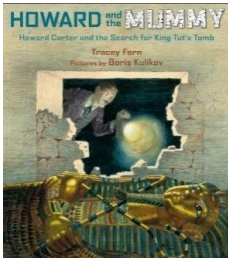
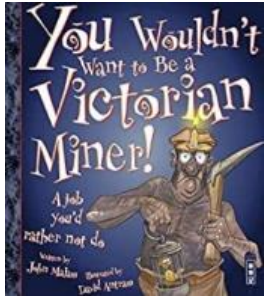
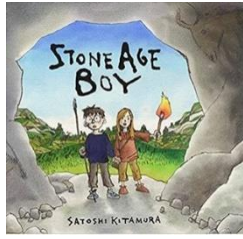
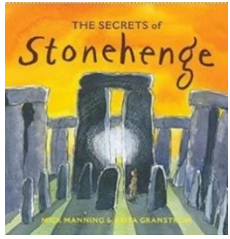
Word Reading
<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Language Comprehension
<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to understand the meaning of new words they meet. • Use dictionaries to check the meaning of words that they have read. • Discuss words and phrases that capture the reader's interest and imagination. • Discuss and explain the meaning of words in context. • Identify how language, structure and presentation contribute to meaning.
Fluency
<ul style="list-style-type: none"> • In age appropriate books, read most words quickly and accurately, without over sounding and blending. • Read aloud books closely matched to their improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read familiar books, to build up their fluency and confidence in word reading. • Read aloud and perform poems and playscripts, showing understanding through tone, intonation, volume and action.

Lower Key Stage 2 Reading Overview - Comprehension

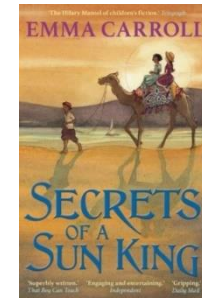
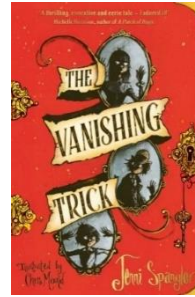
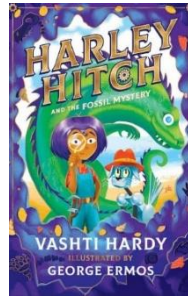
Understanding	Discussing Reading	Prediction	Inference
<ul style="list-style-type: none">• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.• Ask questions to improve their understanding of a text.• Identify main ideas drawn from more than one paragraph and summarise these.	<ul style="list-style-type: none">• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<ul style="list-style-type: none">• Predict what might happen from details stated and implied.• Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	<ul style="list-style-type: none">• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Lower Key Stage 2 Book Lists

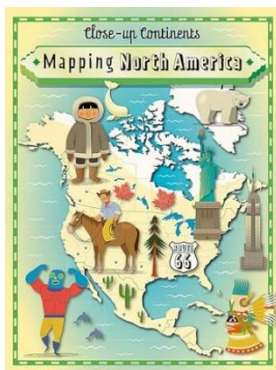
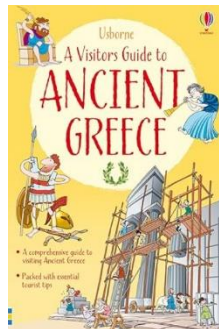
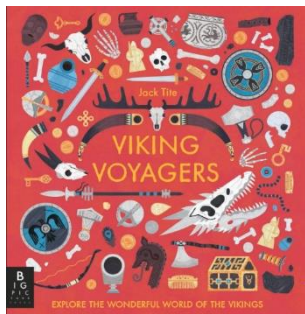
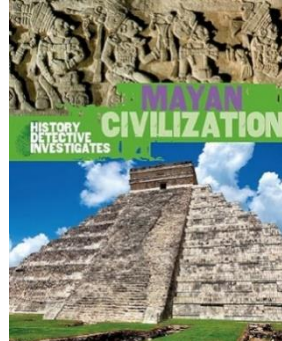
LKS2 Curriculum Driver (REC) Books (Year A)



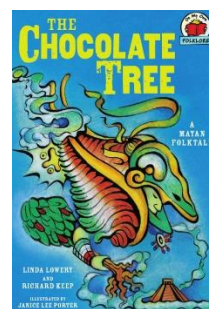
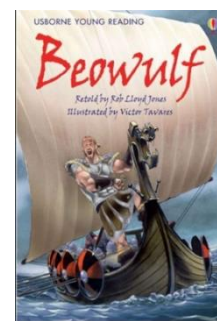
LKS2 Core Texts (Year A)



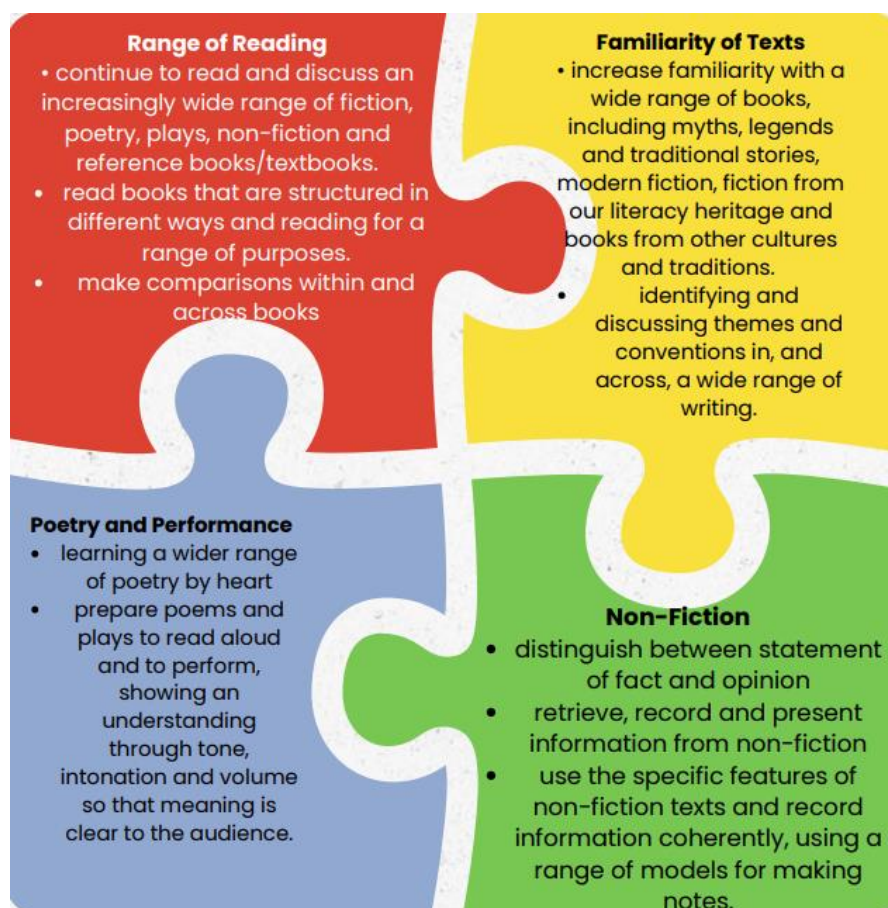
LKS2 Curriculum Driver (REC) Books (Year B)



LKS2 Core Texts (Year B)



Upper Key Stage 2 Reading Overview



Links to National Curriculum

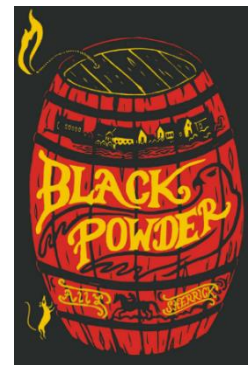
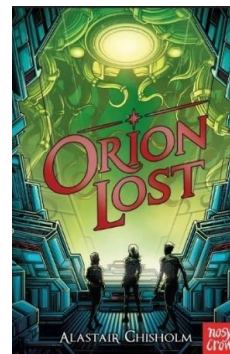
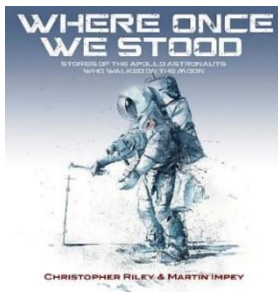
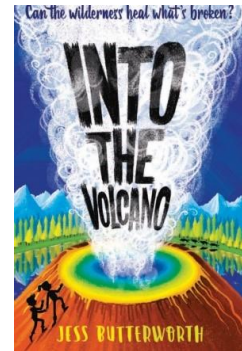
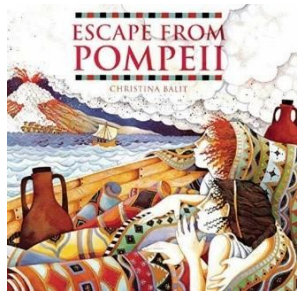
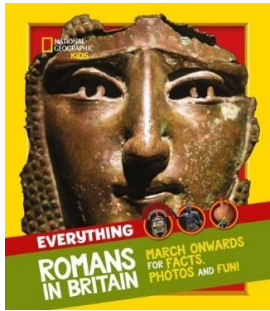
Word Reading – decoding
<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words.
Language Comprehension
<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), to understand the meaning of new words they meet. • Use dictionaries independently to decipher meanings from the text. • Select words and phrases which show how a character is feeling. • Discuss and explore the meaning of words in context. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Fluency
<ul style="list-style-type: none"> • In age appropriate books, read most words quickly and accurately, without over sounding and blending. • Read aloud age appropriate books, using knowledge of morphology and etymology to pronounce new words with minimal impact on fluency. • Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Upper Key Stage 2 Reading Overview - Comprehension

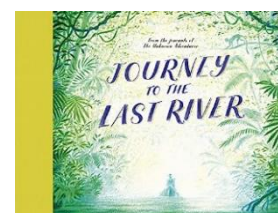
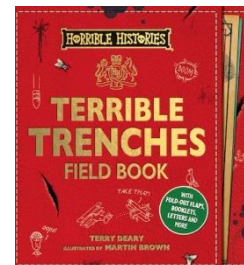
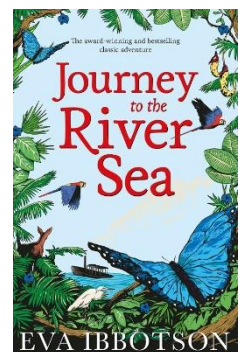
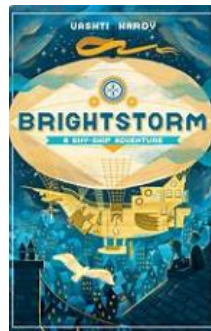
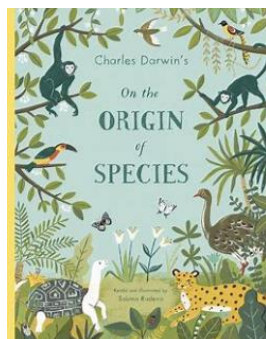
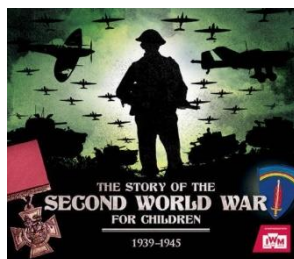
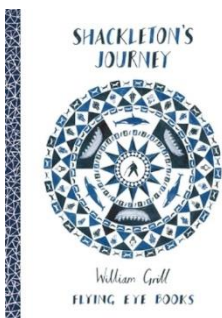
Understanding	Discussing Reading	Prediction	Inference
<ul style="list-style-type: none">• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.• Ask questions to improve their understanding of a text.• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<ul style="list-style-type: none">• Recommend books that they have read to their peers, giving reasons for their choices• Participate in discussions about both books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.• Explain and discuss their understanding of what they have read.• Provide reasoned justification for their views.	<ul style="list-style-type: none">• Predict what might happen from details stated and implied.	<ul style="list-style-type: none">• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Upper Key Stage 2 Book Lists

UKS2 Curriculum Driver (REC) Books (Year A)



UKS2 Curriculum Driver (REC) Books (Year B)



UKS2 Core Texts (Year B)

What Our Children Say:

On whether they enjoy reading:

- “Reading is better than television because you have to imagine what is happening.”
- “Reading is relaxing.”
- “I love reading!”

On independent reading:

- “In our class, we get to Drop Everything And Read for 10 minutes every day.”
- “We get to read at every opportunity!”
- “I like that we can choose what we want to read. We don’t always have to read our reading books.”

On what makes a good reader:

- “A good reader can picture what is going on in the story because they understand what they are reading.”
- “A good reader can work out what a word means by reading around the word and looking at its context.”
- “If you can’t read a word, you can Fred Talk it out!”
- “We can use a dictionary or a thesaurus to help us find the meaning of words.”
- “Reading MORE makes us better readers.”

On Story Time:

- “I love listening to adults read – one day, I might be able to read like that.”
- “It’s really relaxing. I get to just listen and imagine what is going on in the story.”
- “It’s a break from learning and we can just relax and enjoy the story.”
- “I like it because I can learn new vocabulary.”

On reading lessons:

- “I like that we have reading lessons every single day.”
- “I like doing the other activities – not just answering questions. It’s fun.”
- “I like that we learn lots of new vocabulary and then I can try it out in my writing.”
- “I really like the different books we read. Sometimes we do non-fiction in Reading lessons too.”
- “I love the class books we have read this year. They were really exciting!”