



Reading Curriculum Plan

At South Tawton Primary School, we will provide pupils with a high-quality education in English. We will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions effectively.

With regards to reading, children will be exposed to a wide range of texts to develop their knowledge of themselves and the world in which they live. Phonics will be used as a tool to develop an appreciation and love of reading through teaching fluency. Children will be challenged in their thinking through comprehension and their immersion in the wider curriculum.

It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Aims

The aim for English at South Tawton Primary School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for reading aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage.



Reading for pleasure					
Intent	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 To build preferences in reading and to choose to read To recognise authors and styles of reading that individuals enjoy Engaging in book discussion in a range of contexts, alongside both adults and peers Sharing and recommending a range of books				
Implementation	All reading contexts below contribute to developing reading for pleasure				
Curriculum Provision:					
	FS	Y1	Y2	Y3/4	Y5/6
Reading aloud to children					
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading	Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts Making connections within a book	Introducing children to a wider range of authors and contexts e.g. historical and cultural	Exposing children to challenging and archaic texts, e.g., language, themes,	
Implementation	Daily exposure to quality books for a minimum of ten minutes Development of a reading roadmap to ensure that children experience a variety of genres.				
Core texts	Where's Spot? – Eric Hill Dear Zoo – Rod Campbell You Choose – Pippa Goodhart and Nick Sharratt We're Going on a Bear Hunt – Michael Rosen Brown Bear, Brown Bear, What Do You See? – Bill Martin Jnr and Eric Carle Jasper's Beanstalk – Nick Butterworth and Mick Inkpen The Very Hungry Caterpillar – Eric Carle Hairy Maclary from Donaldson's Dairy – Lynley Dodd Each Peach Pear Plum – Allan and Janet	Traction Man is Here - Mini Grey Meerkat Mail – Emily Gravett Amazing Grace – Mary Hoffman Pumpkin Soup – Helen Cooper Who's Afraid of the Big Bad Book? – Lauren Child Dr Xargle's Book of Earthlets – Tony Ross Not Now Bernard –	The Iron Man – Ted Hughes Cat Tales: Ice Cat – Linda Newberry The Sheep-pig – Dick King-Smith The Abominables- Dick King-Smith The Lion, The Witch and The Wardrobe – CS Lewis The Battle of Bubble and Squeak	The Wolves of Willoughby Chase – Joan Aiken Varjak Paw – SF Said Wolf Brother – Michelle Paver Street Child – Berlie Doherty The Midnight Fox – Betsy Byars Tom's Midnight Garden – Phillipa Pearce FArTHER – Grahame Baker-Smith	



	<p>Ahlberg Hug – Jez Alborough The Train Ride – June Crebbin Come on, Daisy – Jane Simmons</p> <p>Peace at Last – Jill Murphy Can't You Sleep Little Bear? – Martin Waddell Where the Wild Things Are – Maurice Sendak The Elephant and the Bad Baby – Elfrida Vipont and Raymond Briggs Avocado Baby – John Burningham The Tiger Who Came to Tea – Judith Kerr Lost and Found – Oliver Jeffers Knuffle Bunny – Mo Willems Beegu – Alexis Deacon Dogger – Shirley Hughes Cops and Robbers – Alan and Janet Ahlberg Elmer – David McKee</p>	<p>David McKee Tuesday – David Wiesner The Flower – John Light Gorilla – Anthony Browne Emily Brown and The Thing – Cressida Cowell Frog and Toad Together – Arnold Lobel The Owl Who Was Afraid of the Dark – Jill Tomlinson Fantastic Mr Fox – Roald Dahl The Hodgeheg – Dick King-Smith Flat Stanley – Jeff Brown Willa and Old Miss Annie – Berlie Doherty</p>	<p>Bill's New Frock – Anne Fine Charlotte's Web – EB White Why the Whales Came – Michael Morpurgo The Firework Maker's Daughter – Phillip Pullman The Snow Walker's Son – Catherine Fisher Perry Angel's Suitcase – Glenda Millard Voices in the Park – Anthony Browne</p>	<p>Holes – Louis Sachar Clockwork – Phillip Pullman The Hobbit – JRR Tolkien Skellig – David Almond Fireweed – Jill Paton Walsh River Boy – Tim Bowler The Arrival – Shaun Tan</p>
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Independent reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills	Reading age-appropriate books Increasing stamina	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)	Reading age appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage
Implementation	Decodable books selected based on link to Letters and Sounds phases Books selected by adult in class Books changed twice a week Opportunity to take home a book to share for pleasure in addition to decodable text	Books selected based on choice and teacher guidance Teachers monitor independent reading Opportunity to choose library books with parents to read and share at home		
Guided reading/reading instruction				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
Implementation	Daily Read, Write Inc sessions Additional guided reading to ensure independent application and to develop comprehension skills	Daily 30 minute guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher) An increasing expectation of written recording of understanding through KS2		
Core texts	Core texts are mainly those from Babcock's rethink reading scheme or link to class wider curriculum topic areas			
Shared reading as part of teaching sequence				
Intent	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			



Implementation	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)			
Core texts	Core texts are those from Babcock's No Nonsense literacy scheme			
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 from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
Implementation	.Topic book collections from the library service are available in class for each topic studied.			
Core texts	As selected by Babcock SLS for each topic covered.			
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 Running records 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	AR assessments (NFER/Testbase etc.) 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	SATs AR assessments (NFER/Testbase etc.) 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
Assessment Expectations (what assessment criteria are used? When? Moderation?)	Reading is assessed using phonics screening checks in line with RWI scheme. Y2 and 6 have termly SATs papers to monitor progress and identify gaps. All other year groups sit PIRA tests to monitor progress and identify gaps to inform planning.			