



Reading Curriculum

Curriculum Intent

Reading is regarded as a tool for life at Farnsfield St Michael's. We aim to develop a love for reading and for the children to read for pleasure regularly, for 'Reading is to the mind what exercise is to the body.' (Joseph Addison – Poet and Playwright). Reading provides the children with a sense of well-being and often enables them to experience a new world. As Dr. Laurie Helgoe (Author and Psychologist) said, 'Reading is like travel, allowing you to exit your own life for a bit, and to come back with a renewed, even inspired, perspective.' We hope to encourage our children to live this in their life in a balanced and reflective way.

We encourage all children to read widely across both fiction and non-fiction to develop an understanding of others and the world in which they live; to establish an appreciation of the power of a story on themselves and others; to gain knowledge across the curriculum; and develop their comprehension skills. Within this breadth of reading, we also aim to develop the children's language skills and a rich vocabulary to encourage not only their understanding of the text, but their discussion, presentation and participation confidence, supporting them in any subject in their primary and secondary education and beyond.

Curriculum Implementation

	EYFS	Year 1 - 6
Pedagogical Approach and Strategies	<p>Different strands</p> <ul style="list-style-type: none"> - Comprehension - Decoding - Fluency <p>Children will be given a reading book suited to their reading ability.</p> <p>Learning in parallel F2 classes should mirror each other – linked to the block of learning.</p>	<p>Children will be given a reading book suited to their reading ability.</p> <p>Learning in parallel classes should mirror each other – linked to the block of learning. However, individual classes could have individual lessons designed for them if formative assessment identifies the need e.g. additional lesson on a learning objective if you feel as though it has not been met by majority of children.</p> <p>Follows the National Curriculum and ensures throughout coverage of the content domain. In KS1, this is focused on vocabulary, inference, prediction, retrieval, and sequencing. In KS2, this is focused on vocabulary, inference, prediction, explanation, retrieval, and summarising.</p> <p>Evidence of depth and challenge in Reading is linked to questioning.</p>
Timetabling	<p>All children will be heard read 1:1 by a teacher or teaching assistant every week. This will be recorded in the children’s Reading Record.</p> <p>Daily Phonics sessions will take place.</p> <p>Foundation will begin by sharing and discussing stories together as a class, supporting what is developmentally appropriate.</p>	<p>KS1</p> <p>Daily Phonics sessions will take place. Opportunity for children to read words and sentences based on that week’s learning will form part of the Phonics follow up activity.</p> <p>Weekly Guided Reading sessions will take place.</p> <p>One week the children will take part in whole class guided reading sessions, over the course of four days, using a shared text. The children will have the opportunity to read the text alongside the teacher and then with a partner. Word work activities and reading comprehension questions will be explored during these sessions, based on the text. During the week of whole class Guided Reading, the children will have ERIC (Everybody Reading in Class) time. During this time, the teacher will focus on listening to individual children read.</p>

Reading in groups will be introduced when it is appropriate with reading linked activities as part of the continuous provision.

The following week, Guided Reading sessions will take place with the teacher working with a different group of children each day, over four days of the week. The children will be grouped according to their reading ability and texts matched to this. The teacher led sessions give opportunity to hear the children read in a circle, discuss the text and for the adult to ask specific questions. The rest of the class will work through a variety of independent reading tasks, e.g. Word matching game (linked to that week's or the previous week's Phonics), reading comprehension questions, write the blurb for the text read the previous day with the teacher.

The teacher planning for Guided Reading will ensure a range of texts (both books and texts of fiction and non-fiction) are taught, each half term. Planning will highlight which Reading Dog (Twinkl resource which links to content domain skills) will be the focus each week.

Children who need extra support with reading will be heard read 1:1 by a reading volunteer every week. The reading volunteer will record any significant comments in their Reading Volunteer's file, as well as speak directly to the class teacher.

KS2

Guided Reading will take place five days a week for 25 minutes each day. This will be taught as a carousel. Tasks will be:

Y3/4	Y5/6
<ul style="list-style-type: none">• Independent pre-read.• Teacher-led session on what they have read.• Independent comprehension based on the book/text.• Prompt mark.• Slow write (from Pobble 365) with spelling and SPaG coverage (the same across the three classes).	<ul style="list-style-type: none">• Teacher-led session on what they have read.• Independent comprehension based on the book/text.• Prompt mark.• Slow write (from Pobble 365) with spelling and SPaG coverage (the same across the three classes).• Additional independent reading comprehension.

Please note, although part of the carousel, the slow write should be a taught sessions to ensure the is precision teaching of the grammar through a range of text types.

	<p>All of KS2 will have three set texts per year group. These will take a half term to be delivered and at least one of these texts will include BAME (Black, Asian and Minority Ethnic) characters, or those that show diversity, different to the everyday experiences of our pupils. For the second half of the term, all classes will use the <i>Vocabulary Ninja Comprehension Texts</i> (fitting to your Discover, Create and Explore topics). Overview below:</p> <ul style="list-style-type: none"> • Autumn 1 = Book • Autumn 2 = Texts • Spring 1 = Book • Spring 2 = Texts • Summer 1 = Book • Summer 2 = Texts 	
<p>Reading across and outside of the curriculum</p>	<p>Classes to have a daily time for a class novel (this may be linked to English, Discover, Create or Explore learning). The timing of this can be chosen to best suit the class; agreeing as a phase will further support consistency.</p> <p>Reading will play a significant part in the children’s learning in English and other subjects, e.g. Reading facts about the life of a significant historical figure in Discover or in R.E. reading about the events of a religious festival.</p>	
<p>Vocabulary</p>	<p>During Guided Reading teachers will make reference to The Reading Dogs (KS1) and the VIPERS (KS2). As children are introduced to new vocabulary within a text or reading comprehension, there will be opportunity to discuss and explore the meaning of these new words.</p> <p>When question types are taught (linked to The Reading Dogs and VIPERS), the language of questions (such as: define, evidence, justify) will be explicitly taught.</p>	
<p>Expectations for recording children’s work</p>	<p>Tapestry observations of learning and phonics/ reading in the continuous provision.</p> <p>Photographs in books/floor books.</p>	<p>Children will complete any written work in their English Skills books. All paper-based reading tasks must be stuck into their books.</p> <p>Guided Reading work will be easily identifiable in English Skills books as ‘GR’ will be recorded at the top of the work, or ‘Guided Reading’ will be written, printed or stamped on it. The date should also be visible on the children’s work.</p>

		High levels of presentation with all work – Beautiful Books. High expectations for spelling and punctuation.
Expectations for marking	Children get constant, immediate feedback verbally in line with marking and feedback policy.	<p>When reading with a child/group of children, we will date, write/stamp and sign their Reading Record using a green pen/stamper.</p> <p>In their Reading Record, comments made by parents/carers should be at least initialed by a member of staff to acknowledge they have been read at least once a week.</p> <p>Teachers to at least acknowledge guided reading written work with tick.</p> <p>Comments written when appropriate to develop understanding and knowledge. Comments should also promote depth and challenge.</p> <p>Teachers to mark in green pen.</p> <p>If written feedback given that requires response, then time must given in the next lesson for children to respond.</p> <p>Preferable, feedback to be immediate and acted upon with the lesson.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>
Expectations for absent children	Teachers to ensure children given recap of lessons missed/previous learning.	Teachers to ensure children given recap of lessons missed/previous learning.
Environment	<p>Quality resources for independent access</p> <p>Interactive activities</p> <p>Outside environment to include books</p> <p>Book Corner in the classroom/ book display</p>	<p>Resources (guided reading texts and activities) should be of good quality and there should be enough to support all pupils that may need to access them.</p> <p>Books in classroom book corner/ on shelves that are related to the topic, as well as, age appropriate books to promote reading for pleasure.</p> <p>Whole school reading display in the LKS2 communal area.</p> <p>FS and KS1 shared book area and the whole school library, both accessible to everyone.</p>

	Key vocabulary on display and on learning intention cards in continuous provision.
EAL provision	EAL children have the texts we use translated into their first language (we bind these together). We also translate the child's written comprehension and ensure the page reference match the child's copy of the book. We work with the ELS (Education Library Service) to borrow books in the child's first language (as they have the resources).
Homework	Children are expected to read a minimum of three times a week at home and have their Reading Record signed by an adult. In UKS2, children may be set additional reading homework linked to their Guided Reading texts.