

Kingsbury Episcopi Reading Curriculum

Kingsbury Episcopi Primary School Intent for Reading

- Kingsbury Episcopi Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations. All pupils are encouraged to discover their own passion for reading in order to discover new learning in all areas of the curriculum for themselves.
- Children are able to develop vocabulary, language comprehension, and love of reading through stories, poems, rhymes and non-fiction
- Children are familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- Our phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals.
- There are clear expectations of pupils' phonics progress term by term, from Reception to Year 2.
- The sequence of reading scheme books shows cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.
- Teachers will give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, in order to develop fluency and automaticity, both in school and at home.
- Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception using a DfE validated scheme.
- Ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately with same day interventions.
- The English and Phonics Leads regularly monitor the teaching of phonics to ensure sufficient expertise in the teaching of phonics and reading.

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 choose to read a variety of texts
- To recognise individual authors and styles of reading that individuals enjoy
- To engage in book discussion in a range of contexts, alongside both adults and peers
- To share and recommend a range of books

Implementation

- Involvement in World Book Day reading activities to share a love of books
- Cross-curricular days e.g. Alice in Wonderland linked with dance
- Vocabulary dress up day
- Sharing book reviews in assembly
- Book Wars to broaden the range of texts encountered
- Author of the month display in school
- Whole class library sessions
- Reading resources updated to provide children a wide-range of reading material
- Reading Buddies with older and younger children
- Weekly Book Club
- Annual book fair to promote new books available as well as classic texts
- In addition, all contexts below contribute to developing reading for pleasure

Reading Aloud to Children

	FS	Year 1	Year 2	Year 3/4	Year 5/6
Intent	Building a bank of nursery rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment of reading	Building a bank of classic story knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment of 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 and themes.
Implementation	Daily exposure to quality books for a minimum of ten minutes Development of a reading spine				
Core Texts	A range of traditional nursery rhymes	A range of traditional Tales	A variety of Aesop's fables	A range of texts that include historical and cultural references. e.g. Stig of the Dump (Y3) Where the river meets the sea; The vanishing rainforest; For Forest (Y4)	A range of texts that include challenging language and themes e.g. The Space We're In (Y5) Goodnight Mr Tom; No Ballet Shoes in Syria (Y6)
Cultural Texts			The Proudest Blue (Y2)	Where the river meets the sea; The vanishing rainforest; For Forest (Y4)	Ballet Shoes in Syria (Y6) Ada's Violin; Amazon Diary (Y5)
	Children across the school will be exposed to a range and variety of poetry.				

Independent reading and home/school reading

	FS	Year 1	Year 2	Year 3/4	Year 5/6
Intent	Independently reading phonetically decodable books matched to their phonetic knowledge and skills (Oxford Reading Tree).		Read age-appropriate books. Increasing stamina (Accelerated Reader book bands).	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 the end of Year 4].	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 Twinkl Phonics stages. Books selected by adults in class and regularly checked by teacher to ensure they are the correct level. Books are changed once a child can read the book fluently and is understanding the text (at least three times). All children will read 1:1 with an adult at least once a week, with back-and-forth chat about the book, meaningful questioning, and recording of next steps in planners. Opportunity to take home a book to share for pleasure in addition to the decodable text (using library). Independent written activities undertaken during Guided Reading sessions, that are recorded in Reading Journals.			In Key Stage 2, children choose their books from the class and school libraries, where age-appropriate books are recommended. Teachers recommend books to children if they are uncertain what to read based on the child's interests and reading phase. Children record their reading in their planners. They are expected to read at least four times a week. At least one of these should include reading to an adult if available. In Key Stage 2, children complete independent Reading Journal tasks, often linked to their own reading book. Children complete a weekly reading comprehension on Read Theory – an	

		online reading comprehension programme. In KS2, children are encouraged to read longer novels where they can develop their understanding over longer books.
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Guided reading/ Whole Class Reading

	FS	Year 1	Year 2	Year 3/4	Year 5/6
Intent	To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the Early Learning Goals.	To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum and Early Learning Goals.	To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum.	To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum.	To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum.
Implementation	Daily phonics sessions within class using Twinkl Phonics.		In Key Stage 2, we ensure we teach the following reading skills explicitly: Inference, Prediction, Clarifying, Questioning, Summarising The children will be taught to answer, prove and then explain their understanding in all year groups. Weekly group Guided Reading sessions using planning from Complete Comprehension scheme. Termly Guided Reading unit based on a wider-curriculum topic (geography/history/science etc.) An increasing expectation of written recording of understanding throughout KS2.		
	Weekly group Guided Reading to ensure independent application and to develop reading comprehension skills.	Weekly group Guided Reading sessions using planning from Complete Comprehension scheme. Termly Guided Reading unit based on a wider-curriculum topic (geography/history/science etc.)			
Core Texts	Twinkl Phonics	Twinkl Phonics	Colour banded Oxford reading Tree books appropriate to the age and phonics stage of the children.	Year 3 Fantastic Mr Fox Stig of the Dump Dolphin Boy	Year 5 The Space We're In Viking Boy Treason Floodland
	Colour banded Oxford Reading Tree fully decodable books.	Colour banded Oxford reading Tree books appropriate to the age and phonics stage of the children.		Year 4 Kensuke's Kingdom Cloudbusting Wolf Brother	Year 6 Goodnight Mr Tom Skellig The Boy at the Back of the Classroom

Shared reading as part of Teaching Sequences

	FS	Year 1	Year 2	Year 3/4	Year 5/6
Intent	Children can read and understand simple sentences using phonic knowledge to decode regular words and read them aloud accurately. Children can read some common irregular words.	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 and summarising text features [reading objectives as identified on sequence planning]			
Core Texts	Whole School Text: A Stone for Sascha by Aaron Becker	FS/Year 1 Fantastic Elastic Brain Where The Wild Things Are Iggy Peck Architect Monkey Puzzle Dear Greenpeace The Bog Baby The Big Book of Blooms	Year 2	Year 3 Jack and the beanstalk The Hedgehog Fantastic Mr Fox Dolphin Boy The World's Laziest Duck The Romans, Gods, Emperors and Doormice Let's Celebrate!	Year 5 Cosmic Disco Viking Boy Vicious Vikings Treason Crime and Punishment Bear Grylls Extreme Planet Way Home Ada's Violin Amazon Diary Floodland
				Year 4 Book of Wolves The Rhythm of the Rain Cloudbusting Kensuke's Kingdom I Wonder Why Pyramids Were Built Arthur and the Golden Rope Where the Forest Meets the Sea	Year 6 Where My Wellies Take Me The Hero Twins The Highwayman Goodnight Mister Tom No Ballet Shoes in Syria The Explorer Incredibles Edibles Who Let The Gods Out Adventures of Odysseus Percy Jackson and the Lightning Thief

Core reading texts to support reading to learn across the curriculum

	FS	Year 1	Year 2	Year 3/4	Year 5/6
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	Children will be exposed to a range of non-fiction information texts linked to different subjects of their learning. This will provide them with the additional facts and information linked to the National Curriculum. In addition, children may use computer research topics, therefore continuing to develop their knowledge across the wider curriculum.				

Assessment of reading					
	FS	Year 1	Year 2	Year 3/4	Year 5/6
Assessment evidence in order to assess impact	EYFSP Observations of reading behaviour and talking to pupils. Independent and home-reading records. Phonic assessments.	Phonics Screening Check. Observations of reading behaviour and talking to pupils. Independent and home-reading records. Phonic assessments.	SATs Repeated phonics screening check for some pupils. AR Star Reader tests termly. Guided reading group notes. Recording of objectives on FFT. Reading speed check??? Observations of reading behaviour and talking to pupils. Independent and home-reading records. Written responses to reading activities.	AR Star Reader tests termly. Observations of reading behaviour and talking to pupils. Independent and home-reading records. Guided reading group notes. Recording of objectives on FFT. Verbal and written book reviews and recommendations. Written responses to reading activities. Read Theory weekly comprehension results.	SATs papers [Y6] AR Star Reader tests termly. Observations of reading behaviour and talking to pupils. Independent and home reading records. Guided reading group notes. Recording of objectives on FFT. Verbal and written book reviews and recommendations. Written responses to reading activities Read Theory weekly comprehension results.
Assessment expectations [What assessment criteria and when?]	We use the ELG's to determine what needs to be assessed. Assessments are ongoing throughout the year.	Phonics screening assessments are undertaken three times throughout the year in the lead up to the PSC for Year 1. The Class Teachers use these, and their on-going teacher assessment, to identify children who are not achieving age-related	We use the National Curriculum to determine what needs to be assessed in reading for children meeting or exceeding age-related expectations. The KS1 Teacher Assessment framework is applied when making teacher	We use the National Curriculum to determine what needs to be assessed in reading for children meeting or exceeding age-related expectations. Children are assessed formally three-times per year (once per term) using reading assessment paper appropriate for their age. In Year 6, past SATs papers are used to give children exposure to questions presented in various formats.	

		expectations. We use moderation with other schools to ensure accuracy of teacher judgements. Targeted interventions are used to help those children falling behind.	judgements. We use moderation with other schools to ensure accuracy of teacher judgements.	
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