

ST JOHN THE BAPTIST PRIMARY SCHOOL

READING CURRICULUM PLAN

By the end of KS2 there is an expectation that children of St John the Baptist primary school will leave being able to read fluently and develop a lifelong love of reading. Through our reading curriculum we will develop children's skills and knowledge so that they become skilful and confident readers.

We are constantly looking to improve our inclusive provision for our children to ensure that are able to fulfil their potential in reading.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Aims

Our aims are based on the following core values and ethos in our mission statement, which is:

Live, Love, Learn in a Caring Catholic Community

- All children have access to a broad, balanced and differentiated reading curriculum and out of school reading activities.
- All children who may have special educational needs and/or additional needs are identified and provided for as early as possible and reading interventions suitably matched.
- We develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers
- We develop reading strategies and skills, accuracy, fluency, understanding and response to texts
- We develop the ability to use and manipulate a variety of texts, both fiction and non-fiction
- We develop children's experiences through a variety of texts including the use of libraries, ICT and other available media.

Expectations:

By the end of KS1 there is an expectation that 71 % of children will be able to read at the expected standard and these children will have completed the Read, Write Inc. phonics programme. Pupils will be able to:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences

- explain what has happened so far in what they have read

Expectations:

By the end of KS2 there is an expectation that 89% of children will be reading at the expected standard.
Pupils will be able to:

- read age-appropriate books with confidence and fluency, including whole novels.
- Use a range of reading strategies to work out any unfamiliar words
- Read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience
- read a broader range of texts including those from literary heritage and more challenging texts
- recommend texts that they have read to their peers, giving reasons for their choices
- demonstrate continuous engagement with reading - reading for sustained periods of time, complete a wider range of more challenging and lengthier books, engage actively in book discussions with and without adult support
- respond to reading in a written form, beginning to develop a critical stance
- make inferences drawn from across and between texts and justify with evidence.
- Use PEE (Point, Evidence and Explanation) to support inferences
- predict what might happen from details stated and implied based on themes, conventions, knowledge about the author, genres.

- Clarify - explore and explain the meaning of words in context
- Distinguish between fact and opinion
- Clarify concepts and ideas at sentence, paragraph and whole text level
- Ask and answer questions to improve understanding of themes and authorial intent
- Identify and summarise main ideas from across a text
- Identify key details that support main ideas using quotation for illustration
- Retrieve, record and present key information from non-fiction
- Discuss how the structural and presentational choices impact on meaning, theme and purpose
- Discuss and evaluate texts commenting on writers' use of words, phrases and language features including figurative language
- Identify the themes and conventions of a range of texts
- Discuss and comment on themes and conventions in different genres and forms
- Make comparisons and contrasts within and across texts
- Discuss viewpoints within a text and across more than one text
- Provide reasoned justifications for opinions about a book

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 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 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 Development an enjoyment for reading	Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts	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.	

		Making connections within a book		
Implementation	Daily exposure to quality books for a minimum of fifteen minutes Development of a reading spine			
Core texts	See Year group Reading Spines attached			
Independent reading and home/school reading				
Intent	Independently reading phonetically decodable books matched to their phonics knowledge and skills	Independently reading phonetically decodable books matched to their phonics 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 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	Read, Write Inc. decodable books matched to children's phonic knowledge. Books selected by adults in class	Children read Read, Write Inc. decodable books and are monitored.	Children read from age-appropriate books and are monitored. Books changed by child as required. Evidence of reading in child's reading diary.	

	Books changed when child has read book three times Opportunities to take home a book to share for pleasure in addition to decodable text.	Children read age-appropriate chapter books. Books changed by child when evidence in reading diary that child has read to an adult and that child can read it confidently. Children take home a book from a pre-selected range of books to read and share for pleasure.	Children take home a book from the library to read for pleasure.
Guided Reading/Reading instruction			
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in the National Curriculum)		
Implementation	Read, Write Inc phonics programme comprehension activities.	Whole class guided reading once a week An increasing expectation of written recording of understanding through KS2 eg comprehension style activities.	
Core Texts	Texts taken from progressive colour books in the Read, Write Inc scheme	Texts taken from age appropriate books across a wide range of genres.	

	matched to children's phonic knowledge.			
Shared reading as part of a 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	Texts that teach (see Texts appendices on writing curriculum plan)			
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	Exposure to primary and secondary sources for curriculum subjects. Non-fiction books for information connected to foundation subjects.	Using primary and secondary sources to gain information about particular subject matter. Using computing to research and read information connected to the wider curriculum. Sharing knowledge and skills.		
Core Texts	Signalled in subject plans	Signalled in subject plans		
Assessment				

Assessment Evidence in order to assess impact	<p>EYFS profiles</p> <p>Phonics Screening Check</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Independent and home reading records</p> <p>Read, Write Inc assessments administered half termly, also when required.</p>	<p>SAT's</p> <p>Read, Write Inc assessments if appropriate.</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Independent and home reading records</p> <p>Guided reading records. Written responses to comprehension activities.</p>	<p>Observations of reading behaviour and talking to pupils</p> <p>Independent and home reading records</p> <p>Guided reading records</p> <p>Written responses to reading activities</p> <p>Pira Reading Tests</p>	<p>SATS</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Independent and home reading records</p> <p>Guided reading records</p> <p>Written responses to comprehension activities</p>
Assessment Expectations	<p>Use of Babcock Reading assessment criteria (attached for each year group)</p> <p>Termly reading assessment</p> <p>Read, Write Inc half-termly assessments</p>			