

Reading Curriculum Plan

The reading curriculum at Whimble Primary School is firmly rooted in the knowledge and skills that pupils need to acquire so that they learn to read well, make good progress and are able to take advantage of the opportunities and experiences on offer to them later in life. In this way, our reading curriculum can definitely address social disadvantage and promote the benefits of being a lifelong reader to all pupils.

Whimble School's reading curriculum is planned and sequenced so that new knowledge and skills build on those that have been taught before and helps pupils reach defined and expected endpoints at the end of EYFS, KS1 and KS2. It also reflects our local context and staff strive to fill the typical gaps in some of our pupils' knowledge, understanding and skills with timely intervention which is delivered to individuals or groups of readers.

Our reading curriculum is as broad as possible from Reception to year 6. Pupils are provided with opportunities to read and discuss aspects of a wide variety of texts, which are written by a diverse range of authors, throughout their primary school journey. We have high expectations of and aspirations for all our learners, including pupil premium pupils and those with SEND, and aim for everyone to read with fluency and good comprehension, make good progress and achieve well by the time they move on to secondary school.

By the end of EYFS, we expect the majority of pupils to be able to demonstrate these skills:

ELG: Comprehension:

Children at the expected level of development will demonstrate these things by the end of Reception:

- Understand what has been read to them by retelling stories and narratives themselves, using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children working at the expected level of development will demonstrate these things by the end of Reception:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Understand what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

- Anticipate, where appropriate, key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

By the end of year 1, we expect the majority of pupils to demonstrate these skills:

To apply their secure phonic knowledge and decoding skills to read age-related words and pass the phonic check.
 To read most of the tricky words designated for year 1 aged pupils.
 To read age-appropriate books fluently and with expression.
 To verbally answer comprehension questions about a book they have read.

By the end of KS1 (year 2), we expect the majority of pupils to be able to demonstrate these skills:

To use their secure phonic knowledge and decoding skills in order to read words fluently in age-appropriate texts.
 To read all of the common exception words for year 2.
 To read age-appropriate texts fluently and with expression.
 To be able to accurately read at least 90 words per minute.
 To answer many retrieval and some inference comprehension questions in order to show their understanding of what they have read so that they meet or exceed the expected standard criteria in Reading when assessed by staff.

By the end of their primary school learning journey at Whimble School, at the end of KS2 (year 6) staff aspire that all pupils are able to meet these expectations:

To expressively, fluently and confidently read a variety of texts for pleasure and to gain knowledge
 To use their phonic skills, word knowledge and taught reading strategies when reading unfamiliar words in texts.
 They will also use their predicting, clarifying, inference and summarising skills to answer a wide range of comprehension questions accurately so that they meet or exceed the expected standard criteria in Reading when assessed by teaching staff and in their end of key stage SAT.

Reading for pleasure	
Our Intent	<p>To create a reading culture where all pupils at Whimble School are exposed to a wide range of high-quality texts in a variety of contexts and have opportunities to read literature within their classroom environment and browse the books in the school library as well as participate in structured reading activities that are planned, resourced and delivered by staff members.</p> <p>To enable pupils to build preferences in reading and to choose to read for enjoyment both in school and at home.</p> <p>To teach children to recognise authors and styles of reading that individuals enjoy</p> <p>To engage pupils readily in book discussions in a variety of contexts, alongside both adults and peers</p> <p>To provide ongoing opportunities for children to engage with and recommend a range of books to peers, and to also explain why others should read a</p>

	particular book that they have enjoyed.				
Our Implementation	<p>All of the reading contexts detailed below contribute to developing reading pupils’ decoding, vocabulary knowledge and comprehension skills, as well as fostering a desire in them to read for pleasure:</p> <p>Teachers reading a class text (fiction, non-fiction and poetry) to the whole class on a daily basis Whole class/guided reading sessions linked to a variety of diverse texts or the events, characters and settings in a class reader Paired reading to a peer for a short amount of time (weekly) Individual quiet reading short sessions (some pupils at KS1 and most pupils at KS2) Individual reading to an adult (all pupils weekly in KS1 and identified pupils across KS2), involving book talk, question answering and echo reading.. Reading poems, fiction (including play scripts) and non-fiction texts during teaching sequences and in other English lessons Access to fiction and poetry (library and class shelves/boxes) and non-fiction (topic boxes and library) Time to read non-fiction (and some fiction) texts is given as part of teaching the foundation subjects and when pupils are reading individually (non-fiction books are available for pupils to select from on a daily basis either in class topic boxes or from the school library)</p>				
Our Curriculum Provision:					
<p>Pupils are taught in classes</p> <p>This mix changes each year and depends on overall numbers of pupils of different ages across the school. The head teacher decides how the pupils will be grouped and this is communicated to parents, pupils and staff each year during the summer term.</p>	<p>Elm (Rec/some yr1) Pupils take home a library book each week to read/share with someone at home. They take their phonically decodable book home from Wednesday to Monday to show off their reading skills to people at home. By making progress, via successfully learning their phonics and some tricky words, pupils enjoy learning to read simple decodable texts.</p>	<p>Ash (some yr1/ yr2) Pupils take home a library book each week that they read/share with someone at home. Pupils take their phonically decodable reading book home to show off their reading skills to people at home. During year 2, pupils move on to a wider reading diet and select from books that are not fully decodable. By continuing to make progress through successfully learning their phonics and more tricky words, pupils can talk about what they</p>	<p>Oak (yr 3/some yr4) Pupils take home a reading book. (This may be in addition to the guided reading book or text they are reading in school). Pupils are encouraged to read for pleasure at home & in their individual reading or other free time at school. By further developing their fluency, word attack strategies, vocabulary knowledge and inference skills, pupils can gain a deeper meaning of a text and enjoy reading it even more than before. They can start to recommend books to their</p>	<p>Beech (some yr 4/some yr5) Pupils have a school reading book and also take home a reading book. (This in addition to texts they are reading in lessons at school.) Pupils are encouraged to read for pleasure at home and also in their individual reading time or other free time at school. By further developing their fluency, word attack strategies, vocabulary bank and inference skills, pupils can gain a deeper meaning of a more complex text and enjoy reading it independently. They can also explain to</p>	<p>Willow (some yr5/ yr6) Pupils have a school reading books and also take home a book to read. (This can be in addition to the texts they are reading in lessons at school.) Pupils are encouraged to read for pleasure at home for longer periods of time and to choose to read independently in their free time at school, as well as during designated quiet individual reading times. By further developing their knowledge of genres and authors, and using their taught word attack strategies, vocabulary bank and growing inference skills, pupils seek to fully immerse themselves in a text and achieve a deeper level of meaning and enjoyment. They can confidently and happily</p>

		<p>have read and enjoy reading a variety of decodable fiction, poetry and non-fiction texts.</p> <p>During year 2 they become ready for a wider reading diet and make choices from the early free reader books that are sequenced books on the library shelves.</p>	<p>peers and explain why they have enjoyed a certain text.</p>	<p>others why they might enjoy reading a particular text.</p>	<p>recommend books to peers. They can explain clearly why another person would enjoy a book they have read.</p>
Reading aloud to children					
School's Intent	During EYFS <p>To build a knowledge bank of story, patterned and rhyming language for pupils' to draw upon</p> <p>To expose children to texts beyond those they can read by themselves</p> <p>To promote enjoyment for reading and a love of language</p> <p>To start to introduce a range of authors and styles of writing to pupils so they gain a sense of the wide world of reading</p>	Throughout Years 1 & 2 <p>To widening pupils' knowledge of text types and authors, including non-fiction and poetry</p> <p>To steadily develop pupils' stamina so they can listening and engage with what is being read aloud for a longer period of time</p> <p>To develop pupils' abilities to spot key patterns or features within a book and point out connections between two texts</p>	Throughout Years 3 & 4 <p>To introduce children to a wider range of diverse authors and a variety of contexts e.g. historical, geographical and cultural</p> <p>To continue to develop and sustain pupi's concentration and stamina when listening to and talking about a text alongside others</p> <p>To develop pupils' abilities to notice and discuss patterns, features and themes in a text and also explain connections between texts, giving specific detail.</p>	Across Years 5 & 6 <p>To continue to expose children to challenging and archaic texts (E.g. language, context,themes)</p> <p>To continue to read/share texts by a diverse range of authors from different cultural backgrounds and periods of history.</p> <p>To promote and praise good reading and listening stamina when engaging with and discussing key aspects of a variety of complex texts</p> <p>To expect pupils to readily make and describe connections (both verbally and in writing) they have noticed and also fully explain themes across texts.</p>	
Implementation	<p>Daily exposure of all pupils in each class to quality books (fiction, non-fiction or poetry) for a minimum of ten minutes - reading taking place within English lessons, other curriculum subjects, listening to class reader, playscript, poems, stories or slides in assembly etc.</p> <p>Development of a class reading spine for each school year, purchased from SLS, which has a wide variety of texts written by a diverse range of authors that will be read to and shared with pupils (staff will negotiate with the subject leader if they wish to substitute titles for a specific reason).</p>				

Core texts	<p>See the Reading Spine lists for specific titles being read to pupils in each class.</p> <p>Babcock Teaching sequences, Jane Considine or other sequenced teaching plans are also followed by teaching staff. These are often based on a book, text extract or set of poems which are read to/with the class and then discussed/analysed.</p> <p>The class reader, factual texts and poems are also read across the week to pupils and discussed.</p> <p>Parts of other texts (information sources) are read aloud and explored with pupils as part of their learning across the curriculum as well as in English lessons.</p>
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Independent reading and home/school reading				
School's Intent	During EYFS	Throughout year 1 and into year 2	Throughout years 3 and 4	Throughout years 5 and 6
<p>There is progression across the columns - from left to right.</p>	<p>To have pupils using their phonic knowledge and blending sounds to read phonically decodable books that are matched to their phonic knowledge.</p> <p>To see pupils using the sounds and decoding skills they have been taught to read words.</p> <p>To model and encourage reading fluency and expression.</p> <p>To answer simple questions about the words, organisation and content of a phonically decodable text.</p>	<p>To continue to use their taught phonic knowledge and word reading skills in order to read age-appropriate books fluently, and with increasing stamina</p> <p>To learn and read more tricky words.</p> <p>To move, during year 2, to a wider reading diet where books are less decodable and more diverse.</p>	<p>To choose to read a range of appropriate texts at a suitable book level (BL) in school.</p> <p>To read fluently and accurately for longer periods of time.</p> <p>To read for pleasure at home and have access to school books for this purpose.</p> <p>To steadily increase the length and complexity of texts they are reading</p> <p>To reading short chapter novels independently with fluency, expression and a good understanding of what is happening in them when questioned verbally (by end of Y4)</p>	<p>To read age appropriate books, including whole novels, both at school and home.</p> <p>To continue to widen the range and challenge of books pupils read, including texts from an even wider literary heritage</p> <p>To read increasingly varied and complex texts fluently and expressively, while also demonstrating a good understanding of character, setting, language and themes within, when talking about texts and when writing answers to posed questions about them</p>

Implementation	<p>Throughout EYFS and year 1</p> <p>Daily Phonic lessons - sayings GPCs, blending sounds to read words & then sentence/captions</p> <p>Three group reads (decoding, prosody and comprehension) per week of a carefully matched and fully decodable book (linked to sounds already taught).</p> <p>After the third read (on a Wednesday) the book is taken home and read to someone at home. It is then returned on the following Monday.</p> <p>Books selected by teaching staff, after analysis of six weekly assessment information, and match to phonemes/sounds recently taught</p> <p>Reception and Year 1 pupils have the opportunity each week to take home a book, in addition to their phonically decodable reading book. This other book can be shared or read with an adult to promote a love of books and reading. During a shared read, the child is encouraged to make comments about things they notice and could answer questions about aspects of the text.</p> <p>Short and daily 'keep up' sessions are carried out by trained staff to aim to close any emerging gaps for certain identified pupils.</p>	<p>Year 2</p> <p>Teachers and TAs monitor the progress of year 2 pupils as they move away from the fully decodable books that they have been reading throughout Reception and Year 1.</p> <p>When they are ready, year 2 pupils start to select books, with guidance from staff, from a wider range of reading books that are sequenced by book level on the 'early free reader' library shelves.</p> <p>Staff hear pupils read weekly and ask them questions about what aspects of the books they are reading. They continue to encourage pupils to use their phonics skills and, tricky word knowledge so that they read texts fluently, and with expression as they take note of punctuation and layout features.</p> <p>Years 3 to 6</p> <p>Reading books that KS2 (free reader) pupils select from are based on school staff's organisation of books</p> <p>Non-fiction - library shelves or topic boxes - linked to foundation subject units of learning)</p> <p>Fiction - early free reader sequenced shelves in the library or classroom, author focus library area, genre focus library area, A to Z by author shelves in the library, recommended reads boxes)</p> <p>Poetry - poetry section in the library and within recommended reads boxes</p> <p>Pupils' individual reading choices are discussed with pupils during group and some 1:1 reading sessions each week. They also update a 'Range of Reading' sheet that keeps track of which books they are choosing to read and also promotes making a wide range of text choices.</p>
Guided reading/reading instruction		
School's Intent	<p>To teach the decoding, prosody and comprehension skills required to achieve age related expectations (as detailed in Little Wandle SSP and the National Curriculum)</p> <p>To develop pupils' predicting, clarifying, questioning, inference and summarising skills as they move through the school so they can read, understand and respond accurately, first verbally and then in writing, to questions posed about the content and layout of a wide variety of texts by the end of KS2.</p> <p>To continually fluency and expression when reading aloud, taking note of punctuation, text features and an author's chosen vocabulary for effect.</p>	

Implementation	<p>Daily systematic phonics (Little Wandle) sessions</p> <p>Three group reads per week to ensure application of phonic knowledge and decoding skills, along with the development of prosody and comprehension abilities. (Little Wandle implementation - Sept 2022, following staff training in Summer term)</p> <p>1:1 daily 'keep up' sessions for specifically identified pupils with an aim to close emerging gaps.</p> <p>Group 'catch up' session across the week led by trained staff to close historical gaps.</p> <p>Use of tutor, teachers and TAs to deliver additional phonics and reading intervention activities (see separate timetables).</p>	<p>Daily whole class/guided reading sessions: teachers focus on several pupils per session and, where pupils are grouped, they are grouped for a specific reason.</p> <p>As part of group reading sessions, independent activities and questions are set by staff that enable children to practise and apply reading skills</p> <p>An increasing expectation of written recording of understanding occurs throughout KS2, especially when responding to questions where an explanation or justification of an idea or point of view is required.</p> <p>Some pre-teaching of a text prior to group or whole class reading takes place for identified pupils within the bottom 20% of readers</p> <p>Use of trained TAs to deliver additional phonic or reading activities (1:1 or small group) each week for identified pupils at KS2</p>
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Core texts	<p>KS1</p> <p>These are matched from Little Wandle reading books by teachers in Elm and Ash class for Rec and year 1 pupils – following assessment information on a six week basis.</p> <p>Little Wandle reading books are organised in Phases and children read books containing sounds they have been taught.</p> <p>Year 2 -</p> <p>As the year progresses, pupils move to books that are no longer fully decodable and these are carefully selected from the school's book stock and include a range of genres, authors etc.</p>	<p>KS2 □</p> <p>A range of genres of texts are chosen by class teachers and include poetry, fiction and non-fiction texts across the school year..</p> <p>The pupils in the class are exposed to a diverse range of authors and talking and written tasks are devised to link to developing vocabulary knowledge, predicting, questioning, clarifying, justifying and summarising skills.</p> <p>Staff teaching across key stage 2 classes have devised a reading text plan for the autumn, spring and summer terms this year, following subject leader training, and this will be trialled and then reviewed by the end of July 2023</p> <p>Currently, staff in KS2 classes are often using texts from the WordPress bank of established resources and adapting the accompanying questions/activities for the needs of their learners.</p>
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Shared reading as part of teaching sequence

Intent	To expose children to a range of high-quality texts in a variety of genres and use these as models for writing. These texts are vocabulary rich texts that are pitched at a higher level than the children could access independently so that they are suitably challenged.
Implementation	<p>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 identified on sequence/planning)</p> <p>Then pupils read parts of the text and examine how an author has structured sentences and chosen words for creating a certain effect or explaining something to a reader.</p>

Core texts	See 'Writing Across the Curriculum' document for specific links to reading and core texts in teaching sequences. Texts are selected and organised from the Babcock No Nonsense Literacy bank of Teaching Sequences and there is a two year rolling programme of texts. This will be amended and updated yearly if necessary (and in light of pupils' ongoing needs and availability of texts). Additional quality texts are also being selected and trialled from Jane Considine's writing unit plans - suggested by writing lead.			
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 curriculum subjects.	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum. These will be linked to foundation subjects.	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	Staff order topic boxes of books from SLS to ensure that pupils have access to books linked to other subjects of the curriculum. Staff also select, display and use books, from the non-fiction section of the library, in their classrooms. They can also access and share online texts from Babcock recommended websites/ SLS monthly book lists and other learning companies (BBC, Espresso) Younger pupils (and some older pupils with SEN) will have many texts read to them so that discussions about images/diagrams and word meanings can take place in an in depth and yet age-appropriate way. Older pupils will have some texts read to them and then also be expected to read other texts independently, showing understanding verbally and in writing about their content. Staff will audit the non-fiction books available in the library and reorganise them so those on display are more accessible and appealing to pupils (by end of July 2022)			
Core texts	Class teachers in Elm and Ash will select appropriate texts during the year that		KS2 class teachers will select groups of suitable texts from	

	link directly to foundation subject areas being taught in their termly planning.		SLS and other Babcock recommended book providers. Some will be read to the pupils and others will be self-chosen and independently read by pupils although this will be supervised by staff who can intervene and guide where necessary.	
Assessment				
Assessment Evidence in order to assess impact Little Wandle - Assessments - phonics	EYFS Every six weeks pupils in Reception and year 1 are assessed on their knowledge of GPCs, blending sounds to read words and tricky word reading. Phonic Screening Check – yr 1 Observations of reading behaviour and application of taught segmenting and blending skills take place in daily phonics lessons and three group reads per week. Talking to pupils about their book and questioning them about aspects of it School/home reading records Running records to assess fluency and accuracy	Year 1 and KS1 SATs Phonics Screening Check – yr1 pupils and a few of yr2 Observations of reading behaviour and application of taught reading skills. Talking to pupils and questioning them about aspects of a text they are reading. Individual reading records Reading knowledge/ notes/records about pupils Running records to assess fluency and accuracy	Year 3 and 4 Reading assessment activities within lessons (NFER year group tests twice a year) Observations of reading behaviour & talking to or questioning pupils either 1:1, in pairs or in small groups Development of 'range of reading' pupil records Staff's working knowledge and notes/records about pupils' reading Verbal and written book reviews & recommendations that demonstrate understanding Written responses to age-related reading activities/ questions	Year 5 and 6 Reading SAT - end of year 6 (NFER tests twice a year for yr5s) Observations of reading behaviour & talking to or questioning pupils Staff members' working knowledge, along with supporting notes/records Verbal and written book reviews & recommendations Evidence of precise written responses to reading activities and questions
Assessment Expectations (Monitoring impact)	EYFS framework Reading expectations are securely met by the majority of pupils Phonic phases (Little Wandle) are secured by all pupils throughout Reception and year 1. If any pupil is in danger of falling behind, then daily 'keep up' sessions are put in place to help them get back on track. If any pupil has fallen behind, for a specific reason, then regular 'catch up' sessions are put in place to commence closing the gap. Pupils are reading matched and fully decodable readers, using their phonic knowledge and blending skills, at the correct	Phonic phases secured (yr1) and pupils pass the end of yr 1 Phonics test Babcock end of yr1 Reading expectations are met Babcock end of yr2 and KS1 reading expectations are met Skills builder end of yr 1 or yr 2 expectations are met In school monitoring of pupils' progress in reading – hearing pupils read set texts, running	Babcock end of yr3/4 Reading expectations met by end of yr4 Skills builder end of yr 3 or yr 4 expectations are met In school monitoring (termly) of pupils' progress in reading – hearing pupils read 1:1, running records etc. The majority of pupils make progress and achieve well in NFER tests. The majority of pupils are on	End of yr 5/6 Reading expectations are met by the majority of pupils at the end of yr6 Skills builder end of yr 5 or yr 6 expectations are met In school monitoring autumn, spring term and summer term – hearing pupils read, questioning them about aspects of texts to check on fluency, comprehension and

	<p>phase for their age.</p> <p>Skills Builder end of year expectations are met</p> <p>In school monitoring (termly) of pupils' phonic and reading (fluency) abilities</p> <p>Three times a week at least reading aloud to an adult - with additional 1:1 or group sessions where required</p> <p>Pupils achieve well, make progress from the starting point and are ready for the next step of their reading journey at the start of the next school year.</p>	<p>records etc.</p> <p>Pupils achieve well in their Reading SAT (yr2s) and show they have attained well and made good progress with their fluency and understanding.</p> <p>Any pupils identified with SEND are making progress with their fluency and accuracy when reading texts</p>	<p>track and should meet end of year and then key stage expectations.</p> <p>Pupils with SEND are making progress with their fluency and accuracy when reading texts.</p>	<p>vocabulary knowledge.</p> <p>Achieve well in NFER assessments in yr5 (and are on track)</p> <p>Reading SAT results show that pupils at the end of year 6 have made expected or better than expected progress from their end of KS1 result.</p> <p>Pupils with SEND are making progress with their fluency and accuracy when reading texts</p>
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