|  |
| --- |
| **St Joseph’s Reading Curriculum Plan** |

**Overall intent:**

* We aim to set carefully selected targets is to ensure pupils have an understanding, independence in learning, critical awareness and appreciation of varied reading texts.
* The organisation and management of reading aims promoting interest, independence and enthusiasm as well as the necessary skills, concepts and knowledge to progress
* We make a priority of ‘Early Reading’ which starts as soon as the child enters our nursery
* We ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature.
* We make sure that children are boosted, if they require it from the very start of the reading programme and receive intervention, when significant or specific reading difficulties are identified. We always remain aware of the lowest 20% of children so that no child is left behind

**A reader from St Joseph’s Catholic Primary school will:**

* Read fluently and with confidence and ease at all key stage ends at the appropriate level in

a) Word reading - decoding and sight vocabulary

b) Comprehension - both listening and reading to ensure depth of understanding

* Have a love of literature through widespread reading for enjoyment.
* Have developed the habit of reading widely and often, for both pleasure and information
* Appreciate our rich and varied literary heritage
* Be able to discuss and apply their reading in a widening context
* Have acquired a wide vocabulary and grammar knowledge which, in turn. allows them to be curious and make sense of their world through their 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 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 to be evidenced in the environment | | | |
| Implementation | * All reading contexts below contribute to developing reading for pleasure * Children have the opportunities to visit the library with their class and choose a free choice book once a week * There will be an author highlighted in each class per half term * Displays are frequently replaced in the library to raise the reading profile * Teachers will model themselves reading for pleasure at least once a week * Children will have the opportunity to share book recommendations in their reading environments * Book talk sessions are modelled and built into reading plans (CLPE) * All Teachers share a class book every day for the minimum of 15 minutes at the end of the day * We stress the importance of reading a range of texts from nursery and invite parents to workshops related to early reading * All year groups reiterate this importance in year group meetings with parents at the start of the school year (support material is given out to parents at this point). * The children take part in fun reading activities like sleep overs, World book day and Book Quizzes throughout the year | | | |
| Curriculum Provision: see progression map for all year groups in curriculum overview document. These are linked to the CLPE programmes of study as reading and writing are as closely linked as possible. | | | | |
| The Reading aloud to children progression is to be found in the curriculum maps with intent behind the texts used | | | | |
| 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  Making connections between books  Making cross curricular connections  Using a variety of Black, Asian and minority ethnic literature as part of the cultural capital | Introducing children to a wider range of authors and contexts e.g. historical and cultural  Making connections between books  Making cross curricular connections where possible  Using a variety of Black, Asian and minority ethnic literature as part of the cultural capital | Exposing children to challenging and archaic texts, e.g., language, themes,  Making connections between books  Making cross curricular connections where possible  Using a variety of Black, Asian and minority ethnic literature as part of the cultural capital |
| Implementation | * Daily exposure to quality books for 20 mins minimum daily * Development of a reading spine of mixed genre that is audited frequently to make sure it is current including BAME books * Using texts that teach in writing to help to draw the links between the children as writers and readers * Topic boxes from the Library service available to support learning * Core texts linked to the writing curriculum are ring fenced and built up to provide flexibility with possible topic coverage to make reading more meaningful (CLPE) | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Independent reading and home/school reading | Early reading | Later reading | | |
| Intent | Independently reading phonically decodable books matched to their phonic knowledge and skills – following Little Wandle - Revised Letters and Sounds | 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 once a week  Practise reads of key texts three times a week in keeping with  Opportunity to take home a book to share for pleasure in addition to decodable text how does this look for year 1 with no TA support throughout day?  A wide range of colour banded phonetic reading books – matched to phonemes being taught in class  Common resources like phoneme mats used throughout FSU and KS1 - Also for the intervention children throughout the school – these will be based on the Little Wandle programme to ensure continuity.. | Once the children reach phase 6 letters and sounds they will continue with texts on the colour bands until they reach Gold level then:  Books will be selected based on AR range  Teachers monitor through AR reports and analyse the growth progress reports to remain informed of changes to the lowest 20% and SEN stats to give intervention and boost sessions  Opportunity to take home a book in addition to AR book – reading for pleasure  Opportunities for children to read from the author ranges in blue and red sections in the main library | | |
| Guided reading/reading instruction | | | | |
| Intent | To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)  To make sure that all benefits for reading that can be derived for the children from the AR, Phonics and CLPE writing/reading progressions | | | |
|  | Early Reading | Later Reading | | |
| Implementation | FSU – all books grouped in sets following the phonics tightly in line with weekly teach  Current schemes are:  Oxford Reading Tree  Project X  Phonic Bug  Collins big books  ORT -   * In the first 2 weeks of Foundation the Children will be revising Phase 1 of the phonic coverage from nursery * All children will start on the Phonics programme within 2 weeks of starting phase 2 * Daily little Wandle sessions * Small group work in practise reads * All KS1 carousel of reading activities including two guided activities where possible * Boost groups for those children who are not making progress at the required speed in all key stages * early identification of children with speech and language issues * guided book talk session in both key stages * referral system VIPERS is used to reinforce key skills where required – look at LKS2 and year 2 | **Year 2**  **Boost catch up of phonics and intervention if required**  CLPE text based reading for meaning and text talk sessions reading modelled (mirror read; clarification of vocabulary; questions arising from text asking and answering; prediction and inference global and local)  Everyone reading in class based on AR/Quizzing and ‘reading for pleasure’  teacher to read on 1 to 1 with class to pick up individual issues and monitor AR levels  running along –side:  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 topic based activities, independent activities enabling children to practise and apply reading skills ( some as guided group with teacher) to ensure meaningful reading activities  **Moving on to the structure of lower KS2 by the end of the year when more children have entered the AR system**  **Lower KS2**  Rotational guided reading types within a 3 week writing sequence  **Boost catch up of phonics and intervention if required**  Block 1 -  CLPE text based reading for meaning and text talk sessions reading modelled (mirror read; clarification of vocabulary; questions arising from text asking and answering; prediction and inference global and local)  Everyone reading in class based on AR/Quizzing and ‘reading for pleasure’  teacher to read on 1 to 1 with class to pick up individual issues and monitor AR levels  Block 2 –  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 topic based activities, independent activities enabling children to practise and apply reading skills ( some as guided group with teacher) to ensure meaningful reading activities  Block 3 –  AR/Quizzes and teacher I to I reads   * Targets are made know to individuals or groups via conferencing and xxx * There will be an increasing expectation of written recording of understanding and of application of reading through KS2 * Boost groups of children guided in reading will run through all blocks where required for those who require it * Interventions will take place for those who still need to master Early Reading skills * skills referral system VIPERS is used to reinforce key skills at more detailed level   **Upper KS2**  Rotational guided reading types within a 3 week writing sequence  Block 1 -  CLPE text based reading for meaning and text talk sessions reading modelled (mirror read; clarification of vocabulary; questions arising from text asking and answering; prediction and inference global and local)  Everyone reading in class based on AR/Quizzing and ‘reading for pleasure’  teacher to read on 1 to 1 with class to pick up individual issues and monitor AR levels  Block 2 –  Daily 30 minute whole class reading sessions with target skills including VIPERS skills  Block 3 –  AR/Quizzes and teacher I to I reads   * Targets are made know to individuals or groups via conferencing and xxx * There will be an increasing expectation of written recording of understanding and of application of reading through KS2 * Boost groups of children guided in reading will run through all blocks where required for those who require it * Interventions will take place for those who still need to master Early Reading skills | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core texts | Sets guided reading, phonetically decodable books  Oxford reading tree | Guided reading texts -  Text extracts | Text extracts  group readers  Talk 4 writing texts |  |

|  |  |
| --- | --- |
| Shared reading as part of teaching sequence as above in guided section | |
| 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 | All year groups - 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 | To be found in the curriculum overview documents | | | | |
| 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 | Reading Spine across school from year 3  year 1 and 2 still in development  BAME books in school to be allocated | | | | |
| Core texts | See reading spines | | | | |
| Assessment - Impact | | Year 2 | Year 3/4/5 | | Year 6 |
| 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 - currently  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  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Reading response books | SATs  AR assessments  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Reading response books |
| Moderation and assessment - coordination | * Moderation made by English coordinator of reading response books * Moderation of teacher reading records * pupil voice * learning walks for environment * observations made of guided read and book talk sessions * moderation of reading * review of year group results( Insight) * review of end of Key stage results, phonics and reading * AR results and growth reports | | | | |