

READING CURRICULUM PLAN



- Shebbear Community 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.
- 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
- Children develop reading for pleasure through access to high-quality texts.
- Shebbear's phonics programme (Read, Write, Inc.) matches or exceeds the expectations of the national curriculum and the early learning goals.
- Shebbear has clear expectations of pupils' phonics progress term by term, from Reception to Year 2.
- The sequence of reading books shows cumulative progression in phonics knowledge that is matched closely to the phonics programme.
- Teachers will give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both in school and at home.
- Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.
- 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.

Reading for pleasure					
Intent	<p>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</p> <p>To build preferences in reading and to choose to read</p> <p>To recognise authors and styles of reading that individuals enjoy</p> <p>Engaging in book discussion in a range of contexts, alongside both adults and peers</p> <p>Sharing and recommending a range of books</p>				
Implementation	<p>All reading contexts below contribute to developing reading for pleasure:</p> <p>Great quality books available for children to choose to read</p> <p>Engaging book corners in each classroom</p> <p>Daily Drop Everything And Read</p> <p>Annual Author visits from Appledore Book Festival</p> <p>World Book Day</p> <p>Reading challenges</p> <p>Reading Garden</p> <p>Peer reading</p> <p>Daily story telling</p> <p>Dedicated library monitors</p>				
Curriculum Provision:					
	FS	Y1	Y2	Y3/4	Y5/6
Reading aloud to children					
Intent	<p>Building a bank of story and rhyme knowledge</p> <p>Exposing children to texts beyond what they can read themselves</p> <p>Developing an enjoyment for reading</p>	<p>Widening knowledge of texts and authors, including non-fiction and poetry</p> <p>Sustaining stamina in listening and reading texts</p> <p>Making connections within a book</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p>	<p>Exposing children to challenging and archaic texts, e.g., language, themes,</p>	
Implementation	Daily exposure to quality books for a minimum of ten minutes				

Core texts	<p>Texts from Pie Corbett Reading Spine and other great quality book which will bring alive foundation curriculum areas</p> <p>To include:</p> <p>Year R/1/2 High-quality texts from classroom collection</p> <p>Year 3/4 Charlotte's web, Why the whales came, How to train a dragon, The boy at the back of the class, The Girl of Ink and Stars</p> <p>Year 5/6 The Wolves of Willoughby Chase, Varjak Paw, Street child, Holes</p> <p>See the writing curriculum for other texts which children are exposed throughout the teaching sequences.</p>
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Independent reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills	Reading age-appropriate high-quality books when phonics programme is completed. 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	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 matched to Read, Write, Inc. depending on phonic group. Books changed weekly according to the programme. Opportunity to take home a book to share for pleasure in addition to decodable text Access to online books	After completion of the phonics programme, books are selected by the child for reading for pleasure from good quality texts selected from the classroom collection and library. Adults to guide children in their choices and to offer recommendations. Opportunity to choose other texts to take home to enjoy with adults Access to texts online		
Guided reading/reading instruction				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
Implementation	Daily RWI sessions Interventions put in place through regular assessment	Weekly guided reading sessions: teacher working with at least one group per day Reading Fluency intervention Independent activities enabling children to practise and apply reading skills (when not in guided group with teacher) An increasing expectation of written recording of understanding through KS2		
Core texts	Texts chosen based on objectives children need to focus on from: RWI texts matched to phonics group CPG Brilliant activities for reading comprehension Scholastic Literacy Skills comprehension			
Shared reading as part of 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	Providing opportunities to respond to the text. Exploring the text structure and summarise text features			
Core texts	Texts from Jane Considine's 'The Write Stuff' – detailed on the writing plan. https://www.janeconsidine.com/writing-unit-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	In all areas of the curriculum, children in all years are able to use their reading skills. This may be reading information online, in books, from PowerPoints or questions in maths			
Core texts	These will depend upon the topics being covered			
Assessment				
Assessment Evidence in order to assess impact	Baseline Assessment Phonic Screening Check Observations of reading behaviour and pupil voice. Independent and home reading records RWI Phonic assessments	KS1 SATs PIRA Headstart Comprehension Phonics Screening Check Observations of reading behaviour and pupil voice. Independent and home reading records Guided reading records	PIRA Headstart Comprehension CPG Observations of reading behaviour & talking to pupils Independent and home reading records Written responses to reading activities	KS2 SATs PIRA Headstart Comprehension CPG Observations of reading behaviour & talking to pupils Independent and home reading records Written responses to reading activities
Assessment Expectations (what assessment criteria are used? When?)	We use the ELG's to determine what needs to be assessed. Assessments are	Phonics screening assessments are undertaken throughout the year in the lead up	We use the National Curriculum to determine what needs to be assessed in reading for children meeting	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 at least three-times per year using reading assessment paper

Moderation?	ongoing throughout the year. RWI assessments	to the PSC for Year 1. Class Teachers use these and their on-going teacher assessment, to identify children who are not achieving age-related expectations. RWI assessments	or exceeding age-related expectations. The KS1 Teacher Assessment framework is applied when making teacher judgements. RWI assessments	appropriate for their age. In Year 6, past SATS papers are used to give children exposure to questions presented in various formats.
English Lead and co-Head teacher– Becky Evans will moderate reading at least termly. Moderation criteria will link to the SDP objectives and the English Action Plan.				