

READING CURRICULUM PLAN



Reading Curriculum Intent

- 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 will make good 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 books.
- Shebbear's phonics programme (Twinkl Phonics) matches 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.
- Shebbear has developed 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 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				
Implementation	All reading contexts below contribute to developing reading for pleasure Daily Drop Everything And Read Annual Author visits from Appledore Book Festival World Book Day Reading challenges Re-organised library Reading Garden				
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 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	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,	
Implementation	Daily exposure to quality books for a minimum of ten minutes Development of a reading spine				
Core texts	Texts from Pie Corbett Reading Spine and others which will bring alive foundation curriculum areas				

Independent reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic 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 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 matched to the Twinkl Phonics Programme Books selected by adult in class Books change after they have been read three times Opportunity to take home a book to share for pleasure in addition to decodable text Access online books via Big Club	Books selected based on regular reading assessment to select appropriate level Opportunity to take home a book in addition to their level reading text Access online books via Bug Club		
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 Twinkl Phonics sessions Additional guided reading to ensure independent application and to develop comprehension skills	Daily guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability As part of GR session, 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: Twinkl Phonics Mini books Bug Club Comprehension Babcock Re-think reading texts CPG			

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	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 form Babcock Teaching Sequences including:		
	Don't spill the milk	Arthur and the Golden Rope	My secret war diary
	Could a Penguin ride a bike?	Stone Age Boy	Christmas Tales
	Traction Man is here	Great Women	Weslandia
	Hot and cold	Dare to Care Pet Dragon	Straw into Gold
	Little Red Riding Hood	Cinderella of the Nile	The Highwayman
	Amelia Earhart	Penguins	Woman in Science
	Story Box)	The Paperbag Prince	Are Humans damaging the atmosphere?
	How to wash a woolly mammoth	Fantastically Great Woman	Extreme animals
	No Bot, the robot with no bottom	Fair's Fair	A word in your ear
	Transport	Rainforest- Rough Guide	Incredible edibles
	A dog's day	The Beasties	Dragonology
	Outdoor Wonderland	How to Invent	Charles Dickens
		Meerkat Mail	Chronicles of Harris Burdick
		A Walk around London	The Princess Blankets
		Varjak Paw	
		Eats, shoots and leaves	

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 talking to pupils Independent and home reading records Running records to assess fluency and accuracy Phonic assessments		SATs PIRA Headstart Comprehension 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	PIRA Headstart Comprehension Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Written responses to reading activities	SATs PIRA Headstart Comprehension CPG Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Written responses to reading activities
Assessment Expectations (what assessment criteria are used? When? Moderation?)	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 expectations.	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 judgements.	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 appropriate for their age. In Year 6, past SATS papers are used to give children exposure to questions presented in various formats.	
English Lead – Becky Evans and Head teacher – Nick Alford will moderate reading termly. Moderation criteria will link to the SIP objectives and the English Action Plan.					