



ST MARY'S CATHOLIC PRIMARY SCHOOL

READING CURRICULUM PLAN

At St. Mary's we believe that reading is the key to learning;

A reader from St. Mary's will

- Enjoy reading and read for pleasure.
- They will read across the curriculum to access information.
- They will confidently be able to use their phonic knowledge to decode.
- Children will be familiar with different reading skills and be able to use these to predict, infer and retrieve information when comprehending what they have read.
- They will be able to talk about what they have read, and what they liked about the text.
- They will know about authors and talk about a range of books.

Reading for pleasure			
INTENT	<p>We encourage a 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>We encourage them to build preferences in reading and to choose to read.</p> <p>They are taught to recognise authors</p> <p>They engage in book discussions in a range of contexts, alongside both adults and peers.</p> <p>They share and recommend books.</p> <p>Children are encouraged to take part in different reading incentives both in school and at home.</p> <p>Children attend storytelling festivals and events and listen to authors and story tellers bringing stories to life.</p>		
Implementation	All the reading contexts below contribute to developing reading for pleasure.		
Curriculum provision			
FS	Y1/2	Yr 3 /4	Y5/6
<p>Class book corner</p> <p>Access to the library</p> <p>Reading at home and in school</p> <p>Reading to adults</p> <p>Reading with friends.</p> <p>Learning and remembering rhymes and joining in with repeated phrases in stories that are read out loud or learnt as part of literacy session.</p> <p>Storytime box for shared bedtime read.</p> <p>Storytelling</p>	<p>Class book corner</p> <p>Cosy reading</p> <p>Paired reading</p> <p>Library session</p> <p>Reading to adults in school and at home.</p> <p>Learning and remembering texts in English – joining in with well, known phrases</p> <p>Whole class / group reading (story time box – to develop)</p>	<p>Quiet reading sessions</p> <p>Paired a groups reading</p> <p>Library sessions</p> <p>Learning and remembering texts.</p>	<p>Quiet reading</p> <p>Whole class reading</p> <p>100 reads</p> <p>Listening to stories / excerpts being read to them.</p>

Reading aloud to children				
INTENT	Building a bank of story and rhyme knowledge Exposing the children to texts beyond what they can read themselves. Discussion about new vocabulary and prediction takes place. Developing an enjoyment and love of reading Access to the library and class books	Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening to reading and texts Making connections within a book. Opportunities to develop children's vocabulary alongside their comprehension skills. Access to the library and class books,	Introducing children to a wider range of authors and contexts. e.g. historical and cultural. Opportunities Development of comprehension and vocabulary skills	Exposing children to challenging and archaic texts e.g. language, themes Using the 100 books as a way of introducing children to new authors and texts. Opportunities to develop vocabulary and comprehension skills.
Implementation	Daily exposure to class reads Reading spine in place in school			
CORE TEXTS – see the English progression				

Independent reading and home /school reading					
INTENT	FS	Yr. 1	Yr 2	Yr 3 /4	Yr 5/6
	Children will independently read phonetically decodable books matched to their phonic knowledge and skills.		Children will read age appropriate books They will develop reading stamina	Children will select appropriate texts. They will be able to read for sustained periods of time The length and complexity of the texts being read will increase They will begin to read short novels with	Will be reading age appropriate books, including whole novels. The challenge and range of books they read will widen They will read texts from a wider literary heritage.

			understanding (end of Yr 4)	
Implementation	<p>Decodable books based on letters and sounds phases.</p> <p>Books selected with/ supervised by adult in class.</p> <p>Books are changed during the week when children have demonstrated they are reading it with some fluency.</p> <p>Children take home books to share in addition from the library or a 'grapple' book to widen their reading vocabulary.</p>	<p>Children select books from book banded books that are appropriate to their reading ability. Reading is monitored via home – school reading record books and books are changed when it has been written in that they have read and completed it by an adult either at home or at school.</p> <p>Reading records are checked for comments – key questions and reading prompts try to help shape the comments and support the adult listening.</p> <p>Those who are reading beyond our book band books use the library to select books that are appropriate for their age. Adults are available every morning to support them to make the best choices.</p>		
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	<p>Daily letters and sounds sessions.</p> <p>Additional reading to ensure independent application and to develop comprehension skills.</p> <p>Small group sessions to work on specific digraphs and tri graphs.</p> <p>Priority readers – for those who do not get heard read at home or who need additional support.</p> <p>Support with learning to read common exception words by regularly reading through these with an adult.</p>	<p>Daily reading sessions take place –</p> <p>Whole class reading sessions focus on specific reading skills</p> <p>Development of vocabulary remains a high priority in these sessions</p> <p>The expectation of written recordings of understanding increases throughout KS2.</p> <p>Use of STEM sentences to scaffold answers and to show how to pinpoint and give evidence when answering.</p> <p>Teachers keep records of sessions and make notes on groups / individual children against age related expectations on reading assessment sheets.</p>		

	<p>Regular reading with an adult</p> <p>Whole class reading sessions that focus on specific reading skills so that children learn how to predict, infer, retrieve, and visualise. There is also a strong focus on vocabulary development. Children participate in echo and choral reading with an adult and also in reading pairs.</p> <p>Precision teaching to embed phonemes that are still not recognised takes place with the teacher once a week outside the classroom.</p>		
Core texts	<p>Where opportunities allow these may link with our topic focus.</p> <p>Chosen to support the children with the skills needed.</p>	See medium term plans	

Shared reading as part of teaching sequence	
INTENT	To expose children to a high – quality text model in a variety of text types, as models for writing at a higher level than all the children could access independently.
Implementation	<p>Children share texts, respond to the text, look at the features of the text and explore the text structure. Opportunities for children to learn and recite parts or whole texts and to map them are used throughout the year.</p> <p>An emphasis on vocabulary development important in every sequence.</p>
Core texts – available in each year group English plan.	
Core reading texts to support reading to learn across the curriculum – link to the CORE TEXTS in English.	

INTENT	Children listen to and discuss information books, other nonfiction and related narrative / poetry texts to establish the foundations of their learning in other subjects	Children listen to and discuss and read independently, texts which develop their knowledge across the wider curriculum.	Children listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum	Children use and apply the skills of information retrieval when reading textbooks from across the curriculum and in contexts where they are genuinely motivated to find out information, Also can use the internet. To research, read and find information independently. Children read in liturgy and Mass weekly.
Implementation	In the foundation subjects children listen to stories and information. They have access to a range of topic books and resources from The School Library Service, They can access books in the school library. Children are encouraged to use the internet to find out information – Purple Mash topic section.	Children choose books from the topic display they find out and share information. They begin to make links between their learning in different subjects. They share this information with parents and carers during learning afternoons.	Children choose books from the topic display they find out and share information. They begin to make links between their learning in different subjects. They record this information in different ways and present it to parents and carers as part of class learning afternoons.	Children’s presentations in topic books are informative and based on their research. They confidently present this to parents and carers during class learning afternoons.
Assessment				

Evidence to assess impact	<p>EYFSP Speech / language link to find any areas of weakness so that intervention can begin. Phonic screening check Observations of reading behaviour and talking to pupils</p> <p>Reading assessments / records from whole class and group reading sessions Home- school reading records Feedback sheets from intervention sessions and 1- 1 precision teaching. PIRA reading assessments – termly.</p>	<p>PIRA reading tests – termly KS1 SAT reading papers. Phonics screening Reading observations – talking to pupils Home school reading records. Reading assessments / records from whole class and group reading sessions Reading journals</p>	<p>Observations of reading behaviour – talking to pupils Home school reading record books Class records / reading assessments PIRA</p>	<p>SATS Observations of reading behaviour – talking to pupils Home school reading record books Class records / reading assessments</p>
	<p>EYFSP – ongoing from entry Phonic assessment half termly throughout EYFS and Yr 1 PIRA – Yr 1 termly</p>	<p>PIRA – termly Phonic assessment Sept – to check on any gaps and then for those needing it to secure their knowledge. KS1 SATs in May</p>	<p>PIRA – termly</p>	<p>PIRA – termly SATS – May</p>