



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 fluently, 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 reading contexts below contribute to developing reading for pleasure.	
CURRICULUM PROVISION			
FS	Y1/2	Yr 3 /4	Y5/6
Class book corner Access to the library Reading at home and in school Reading to adults Reading with friends. Learning and remembering rhymes and joining in with repeated phrases in stories that are read out loud or learnt as part of literacy session. Storytime box for shared bedtime read. Storytelling	Class book corner Cosy reading Paired reading Library session Reading to adults in school and at home. Learning and remembering texts in English – joining in with well, known phrases Whole class / group reading	Quiet reading sessions Paired and group reading Whole class reading Library sessions Learning and remembering texts.	Quiet reading Whole class reading Recommended reads Listening to stories / excerpts being read to them.

READING ALOUD TO CHILDREN

<p>INTENT</p>	<p>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 learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Widening knowledge of texts and authors, including non-fiction continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 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,</p>	<p>Introducing children to a wider range of authors and contexts. e.g. historical and cultural, including fairy stories, myths and legends, and retelling some of these orally Opportunities Development of comprehension and vocabulary skills identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Exposing children to challenging and archaic texts e.g. language, themes, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Using the 100 books as a way of introducing children to new authors and texts. Opportunities to develop vocabulary and comprehension skills. identifying and discussing themes and conventions in and across a wide range of writing learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing</p>
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			recognising some different forms of poetry	understanding through intonation, tone and volume so that the meaning is clear to an audience; distinguish between statements of fact and opinion, identifying bias
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 understanding (end of Yr 4)	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.
IMPLEMENTATION	Decodable books based on Little Wandle letters and sounds revised phases.		Children who are still reading below age related expectations and who are not secure in their phonic knowledge read books that are phonetically decodable matched to their ability.		

	<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. Children need to demonstrate they are reading with fluency using prosody and can comprehend.</p> <p>Adults to model how to read with appropriate expression and encourage children to echo read.</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 and interests. Adults are available every morning to support them to make the best choices.</p>
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GUIDED READING/ READING INSTRUCTION

INTENT	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in the National Curriculum see progression of reading skills below)	
IMPLEMENTATION	<p>Daily Little Wandle phonic sessions.</p> <p>Keep Up sessions for individuals and small groups requiring some specific precision teaching.</p> <p>Reading practice sessions to support fluency, decoding the text</p> <p>Prosody – reading with meaning, stress and intonation</p> <p>Comprehension – to understand the text.</p> <p>The same book is used for all three sessions.</p> <p>Support with learning to read common exception words by</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>regularly reading through these with an adult.</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>	
Core texts	<p>Where opportunities allow these may link with our topic focus. Chosen to support the children with the skills needed.</p>	See medium term plans

SHARED READING AS PART OF A READING 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 develop their reading fluency.</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 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>EYFS</p> <p>Speech / language Link assessments to find any areas of weakness so that intervention can begin.</p> <p>Daily ongoing phonic assessments as part of assessment for learning.</p> <p>Half termly phonic assessments - Little Wandle</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Reading assessments / records from whole class and group reading sessions</p> <p>Home- school reading records</p> <p>Feedback sheets from intervention sessions and 1- 1 precision teaching.</p>	<p>KS1</p> <p>Daily ongoing phonic assessments as part of AFL.</p> <p>Little Wandle half termly assessments</p> <p>Phonics screening</p> <p>KS1 SAT reading papers.</p> <p>NTS reading assessments termly.</p> <p>Reading observations, talking to pupils</p> <p>Home school reading records.</p> <p>Reading assessments / records from whole class and group reading sessions</p> <p>Reading journals</p>	<p>LOWER KS2</p> <p>Observations of reading behaviour, talking to pupils</p> <p>Home school reading record books</p> <p>Class records / Termly NTS reading assessments</p> <p>Formal reading assessments (termly)</p>	<p>UPPER KS2</p> <p>SATS</p> <p>Observations of reading behaviour, talking to pupils</p> <p>Home school reading record books</p> <p>Class records / reading assessments</p> <p>Formal reading assessments NTS.</p>

Progression of reading skills								
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Decoding	<p>See the Little Wandle programme overview for specific GPCs taught each week / half term</p> <p>All the graphemes taught are practised in words, sentences, and later on, in fully decodable books.</p> <p>Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.</p>	<p>See the Little Wandle programme overview for specific GPCs taught each week / half term</p> <p>apply phonic knowledge to decode words</p> <p>speedily read all 40+ letters/groups for 40+ phonemes</p> <p>read accurately by blending taught GPC</p> <p>read common exception words</p> <p>read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>read multisyllable words containing taught GPCs</p> <p>read contractions and understanding use of apostrophe</p> <p>read aloud phonically-decodable texts</p>	<p>secure phonic decoding until reading is fluent (where needed Little Wandle sessions to continue)</p> <p>read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes</p> <p>read common suffixes</p> <p>read exception words, noting unusual correspondences</p> <p>read most words quickly & accurately without overt sounding and blending</p>	<p>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>to read all Y3/4 common exception words, discussing their meanings</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>to read all Y5/6 common exception words, discussing their meanings</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word meaning</p>	<p>Talk about words Model using words in the correct context. Discuss words in phonics and reading sessions</p>	<p>discussing word meanings, linking new meanings to those already known</p>	<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p>	<p>Using dictionaries to check the meaning of words that they have read; Year 3 Talk about what words mean and learn new vocabulary in order to understand what has been read Explain the meanings of words used in a familiar context. Discuss how adjectives, nouns and verbs have been used to build a picture for the reader Year 4 Check the meanings of words using teacher prepared definitions Explain the meanings of words and know how to use in the correct context Write own definitions for words Use dictionaries to check the meaning of words read Discuss how words and phrases have been used to build a picture for the reader Year 5 Explain the meanings of words and know how to use in the correct context Ask questions to improve understanding of vocabulary Explore the meaning of words in context (asking questions, checking word meanings) Write own definitions for words Discuss how words and phrases have been used to build a picture for the reader Year 6 Check the book makes sense , discussing and exploring the meanings of words in context Discuss and evaluate how authors use language, including figurative language , considering the impact on the reader.</p>
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Understanding		<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>develop fluency – model and children echo read</p>	<p>discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading and model appropriate expression and fluency</p>	<p>Checking that the text makes sense to them, model the correct use of fluency and expression.</p> <p>discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p>
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Retrieval	<p>Children to talk about what they have heard and read. To be able to ask and answer simple questions.</p>	<p>Retell familiar stories in the correct sequence Check the text makes sense</p>	<p>Retell familiar stories in the correct sequence Check the text makes sense Correct inaccurate reading Answer basic retrieval questions Explain what has happened so far in what they have read</p>	<p>Year 3 -Check the text makes sense Correct inaccurate reading Answer basic retrieval questions using evidence in the text Discuss understanding of a text Ask questions to improve understanding of a text Retrieve and record information from non-fiction Know and discuss setting, character and event changes across a text Year 4-Check the text makes sense Answer basic retrieval questions using evidence in the text Discuss understanding of a text Ask questions to improve understanding of a text Retrieve and record information from non-fiction Know and discuss setting, character and event changes across a text Identify how text structure/presentation contributes to meaning and understanding Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text) Year 5 -Check the book makes sense by discussing and re-reading the text Ask questions to improve understanding of a text Answer retrieval questions using evidence in the text Explain and discuss what has been read Retrieve, record and present information from non-fiction Distinguish between fact and opinion Know and discuss setting, character and event changes across a text Identify how text structure/presentation contributes to meaning and understanding Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text) Year 6-Answer basic retrieval questions using evidence in the text Explain and discuss what has just been read Retrieve, record and present information and non-fiction. Distinguish between fact and fiction Know and discuss setting and characters and events changes Identify how text structure / presentation contributes to meaning and understanding Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text) Identify and discuss themes and conventions in and across a wide range of writing.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference</p>	<p>To suggest how a story might end Begin to understand `how` and `why` questions To answer `how` and `why` questions about their experiences and responses to stories and events</p>	<p>discussing the significance of the title and events on reader expectations</p> <p>making inferences on the basis of what has been read so far</p> <p>making inferences on the basis of what is being said and done</p> <p>Talk about characters' feelings</p> <p>Using pictures</p> <p>Year 2 Make (some) inferences</p> <p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>Make links between the book they are reading and other books they have read</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identify main ideas from a paragraph and summarise</p> <p>Predict what might happen from details stated</p>	<p>To draw inference from characters feelings and thoughts and motives that justify their actions, supporting their views with evidence from the text</p> <p>Identify main ideas from more than one paragraph and summarise</p> <p>Predict what might happen from details stated</p>	<p>To draw inferences from characters' feelings and thoughts and motives with supporting evidence</p> <p>inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge</p> <p>Summarise the main ideas drawn from more than one paragraph</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p>	<p>To uncover how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying inferences with evidence from the text , general knowledge and wider reading</p> <p>Summarise the main ideas drawn from more than one paragraph , identifying key details that support the main ideas</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p> <p>Provide reasoned justifications for views expressed</p>
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Prediction	<p>predicting what might happen on the basis of what has been read so far asking and answering `how` and `why` questions in response to stories and events</p>			<p>Year 1 – to predict what might happen Justifying predictions using evidence from the text Year 2 Predict – justify using evidence from the text Make links with other stories and books</p>	<p>Justifying predictions from details stated and implied Link with other books / stories</p>	<p>Justifying predictions from details stated and implied, justifying them in detail with evidence from the text Link with other books / stories</p>
Authorial Content				<p>discussing words and phrases that capture the reader’s interest and imagination</p> <p>identifying how language, structure, and presentation contribute to meaning</p>		<p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
Non fiction	<p>Begin to enjoy looking at non fiction books.</p>	<p>See information in non-fiction books and on computers Recognise some of the features</p>	<p>Encounter non-fiction books that are structured in different ways Recognise the features and know how to use them to help find information.</p>	<p>To use all organisational devices available within a non-fiction text to retrieve and record information from non-fiction</p>	<p>distinguish between statements of fact and opinion, identifying bias *retrieve, record and present information from nonfiction</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Discussing reading</p>	<p>Enjoy talking about books and favourite stories Join in with poems</p>	<p>participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them. Talk about what they enjoy, begin to build a bank of favourite stories and books and poems</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</p>
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