

# Fladbury Church of England Primary School and Preschool

## Reading Curriculum Plan

(Adapted from Babcock LDP document)



At Fladbury, our English curriculum will equip children with the necessary literacy skills to have bright futures as competent readers and writers. Through enthusiastic and carefully planned teaching, children will engage with and respond to a variety of quality texts, formulating and developing their communication skills and linguistic knowledge through speaking, listening, reading, and writing. We aim to ensure that all pupils develop open minds through experiencing a diverse range of writing by authors from different cultures and backgrounds. Our children will have happy hearts through experiencing the joy of reading for pleasure, and writing as a means of self-expression.

This document aligns to our English Curriculum document and maps our intended curriculum provision for reading. Our core purpose is for children to develop a love for reading and become independent, fluent readers of a wide range of reading materials including fiction, non-fiction and poetry. Through the design of our curriculum, we aim to create a reading culture where children access inspiring, diverse and challenging texts across a range of genres; read for pleasure; grow their imaginations; escape to new and wider worlds; cultivate reading preferences; share and recommend texts; recognise authors and styles; understand and apply their learning; communicate, articulate and perform, discuss and challenge; expand their vocabulary; and become ready for their next stage in learning and education. We celebrate reading!

To become expert readers, children at our school will:

- have a secure knowledge and understanding of phonics, including the ability to decode
- employ a range of other strategies to read for meaning
- be inspired to have a lifelong love of reading
- read widely and for a range of purposes
- be taught the comprehension and decoding skills required to achieve age related expectations
- experience high-quality texts in a variety of text types as models for writing
- be able to give their opinion on what they have read, and listen to the opinions of others
- read with a 'critical eye', understanding how the viewpoint of the author can shape and frame a text

Through our curriculum offer, we use rich texts as models for writing, provide opportunities for children to read for pleasure, and use whole class reading of texts and guided reading sessions. We have recommended core texts that are age appropriate, but also ensure that teachers have opportunities to use other texts to engage and support their cohort of readers.

Phonics

**Intent**  
 We teach phonics using **Read, Write, Inc.**; a systematic synthetic phonics programme which is carefully designed to ensure that children experience success from the very beginning. Through this structured programme, children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes. Children are also taught specific 'red' words (common exception words) as they move through the programme. Phonic books are closely matched to their increasing knowledge of phonics and 'red' words and, as children re-read the stories, their fluency improves.

**Implementation**  
 Children who attend our Pre-school begin their RWI journey in the summer term before they start Reception. This is then built upon at the beginning of their Reception year, and continues throughout Key Stage 1 with the aim of children completing the programme by the end of the Spring term in Year 2. We stream for phonics, meaning that children are taught in small groups with a member of staff who has been trained in the delivery of the programme. We assess children half-termly, and re-group accordingly (although some children do move groups outside of the assessment window, if they need to). This means that children are always working at their challenge level.

	<b>Groups A, B, C</b>	<b>Ditty Group</b>	<b>Red Group</b>	<b>Green/ Purple group</b>	<b>Pink Group</b>	<b>Orange Group</b>	<b>Yellow Group</b>	<b>Blue Group</b>	<b>Grey group</b>
<b>GPCs taught in each RWI group</b>	Set 1 single-letter sounds: d a s m t o n p g i k u b c f e l h r j x y w z v	Set 1 single-letter sounds: d a s m t o n p g i k u b c f e l 1 h r j x y w z v  Set 1 special friends ch qu sh th ng nk ff ll ss ck	Set 1 single-letter sounds d a s m t o n p g i k u b c f e l 1 h r j x y w z v  Set 1 special friends ch qu sh th ng nk ff ll ss ck	Set 2 sounds oo ee ay ow oo igh ou or air ir ar oy	Set 2 sounds (review) oo ee ay ow oo igh ou or air ir ar oy  Set 3 sounds ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious e	Set 3 sounds ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious e	Set 3 sounds ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious e	Set 3 sounds ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious e	Set 3 sounds ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious e

**Reading for pleasure**

<p>Intent</p>	<p>Our aim is to develop and embed a strong, sustainable reading culture within our school. By giving pupils opportunities to exercise freedom of choice over texts, we aim to develop confident and competent readers who will foster a love of reading through a rich and varied experience of texts.</p>
<p>Implementation</p>	<p>Children are encouraged to read books/texts that engage and excite them – our suggested/recommended reads provide a range of books for pupils to access.</p> <p>Teachers read aloud to pupils every day in order to model fluency and expression, and to share aspirational texts that may be beyond the reading skills of the children. Teachers pay attention to the reading tastes of their cohort, and choose read-aloud texts accordingly.</p> <p>Pupils are encouraged to read at home every day, or as much as possible. Home reading is recorded in the child’s reading record, and Dojo points are given as a reward each time a child reads at home.</p> <p>Children have time every day to read privately to themselves.</p> <p>Children take home a minimum of two books to read at home. One of these will be their levelled reading book (either their RWI phonics book, a book from our banded book scheme, or from one of our Free Reader sections). Children accessing our RWI phonics scheme will also take home a Book Bag Book, which corresponds with the sounds and words they have been learning in their phonics lessons that week. In addition, all children are also able to take home a free choice ‘reading for pleasure’ book from our school library, either to share with their families, or to read to themselves. We have recently restocked our library to ensure that it contains enticing and exciting recently published fiction, non-fiction, and poetry that is age- and stage-appropriate for children from Pre-school up to Year 6.</p>

**Curriculum Provision:**

<p><b>EYFS</b></p>	<p><b>KS1</b></p>	<p><b>KS2</b></p>
<p>Reading for pleasure Read aloud books (See EYFS document) RWI phonics 1:1 Fasttrack interventions for some children Drawing Club</p>	<p>RWI phonics Guided reading Reading for pleasure Interventions for pupils not yet on track 1:1 reading with an adult Private reading time 1:1 Fasttrack and/or Rapid Reading interventions for some children</p>	<p>RWI phonics (for <u>some</u> pupils) Guided reading Reading for Pleasure Interventions for pupils not yet on track 1:1 reading with an adult Private reading time 1:1 Fasttrack and/or Rapid Reading interventions for some children</p>

Guided reading

<p>Intent</p>	<p>Books are often linked to themes of the term. Picture books are used to encourage discussions.</p>	<p>We use the <b>Take One Book</b> Guided Reading scheme, and adapt the sequences of learning to suit the needs and interests of each cohort of children. Focus texts have been carefully chosen to ensure they are age/stage appropriate. We revisit our guided reading curriculum map often to ensure they are suitable for each cohort. We aim to cover a range of fiction, non-fiction, and poetry across the year. We work on a two-year cycle, to ensure that all children receive a broad and balanced reading diet throughout their time in each class, with no repetition of texts.</p>
<p>Implementation</p>	<p>Our structured approach to reading is carefully designed to ensure the best results for our children. We follow Read, Write, Inc. – a systematic synthetic phonics programme that teaches children the decoding skills needed to learn the alphabetic code, and ensures children experience success from the very beginning. Once the children have mastered the phonetic code, they then receive guided reading sessions which focus on developing children’s fluency, retrieval and inference skills, and the development of vocabulary using a range of texts – fiction, non-fiction and poetry.</p>	
<p>Core texts  (These are subject to change according to the needs and interests of the cohort).</p>	<p>See EYFS document for a selection of suggested texts that are used throughout the year. These texts are subject to change according to the interests and needs of the children.</p>	<p>We have carefully selected our texts in order to ensure breadth of genre, and to excite and enthuse our young readers. Our children are introduced to writers from diverse backgrounds, as well as those who form part of Britain’s literary heritage.  See our Reading Spine for a detailed map of the focus texts that are used in each term, and for each cycle.</p>

Core rich texts used to support reading and writing

	EYFS	KS1	KS2
Intent	At Fladbury, we have identified core rich texts that support our writing curriculum and give our children the best possible models for their writing. These texts are used to teach aspects of writing and/or to provide rich stimuli for pupils’ writing. They also may link to other curriculum areas and themes that are being studied. In Years 1 – 4, teachers plan sequences of learning to include intended writing outcomes, grammatical skills, spelling objectives and assessment opportunities in writing, as well as reading skills including inference and retrieval.		
Implementation	Our EYFS children take part in Drawing Club; a daily session where they are immersed in the world of story and have the opportunity to develop their imagination and vocabulary through their creative response to a text.	Our sequences of learning begin with immersion in the focus texts, often through a ‘hook’ activity to excite and enthuse the children. We ‘deep dive’ the text type through multiple readings, retellings, and role play where appropriate, before moving on to explicit teaching of the key grammatical skills and spelling rules that the children need to master. Throughout the planning, writing, and revision process, we regularly revisit the focus text to allow children to self- and peer-assess against the model. We aim to have a ‘real-life’ purpose to the written outcome, which usually mirrors or links back to the audience or purpose of the focus text type.	
Core texts  These are subject to change, depending on the interests and needs of the cohort.  See our Reading Spine document for more information	Our Class Is A Family All Are Welcome We All Celebrate Little Glow Mrs Armitage on Wheels Things That Go Life Savers When You’re Fast Asleep Oliver’s Vegetable The Egg Book Hello, Star Out and About	See our reading spine document for a detailed map of our ‘reading into writing’ texts that drive our English sequences of learning. These texts are subject to change, depending on the needs and interests of each cohort.  Chosen texts ensure that children are exposed to high-quality models of a broad range of text types, and offer excellent stimuli for developing specific writing skills.	

**Assessment** Reading is assessed throughout the year, both formatively and summatively, in order to tailor our provision to the needs of the children. Adults aim to read with every child at least once weekly, although many children read with either a teacher or a TA multiple times over the course of the week. Children accessing phonics read to an adult every day during

phonics lessons.

<p>Assessment Evidence in order to assess impact (examples only)</p>	<p>Observations of reading behaviour and talking to pupils Independent and home reading records Phonic assessments (half-termly)</p>	<p>Phonics Screening Check Observations of reading behaviour &amp; talking to pupils Independent and home reading records Guided reading records Phonics assessments (half-termly) Fluency Rubric (adapted from Zutell and Rasinski) NFERs (termly) for children who are not accessing phonics</p>	<p>Observations of reading behaviour &amp; talking to pupils Independent and home reading records Guided reading records Verbal and written book reviews &amp; recommendations Written responses to reading activities Fluency Rubric (adapted from Zutell and Rasinski) NFERs (termly)</p>	
<p>Assessment Expectations</p>	<p>Pupils by the end of <b>Reception</b> should be able to:</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases</li> </ul>	<p>Pupils by the end of <b>Year 1</b> should be able to:</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught gpcs and –s, –es, ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught gpcs</li> <li>• Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that</li> </ul>	<p>Pupils by the end of <b>Year 4</b> should be able to:</p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see english appendix 1 , both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words</li> <li>• Use dictionaries to check the meaning of words that they have read</li> </ul>	<p>Pupils at the end of <b>Year 6</b> should be able to:</p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> <li>• continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• read books that are structured in different ways and reading for a range of purposes</li> <li>• increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul>

	<p>and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p>do not require them to use other strategies to work out words</p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> <li>• Draw on what they already know</li> <li>• Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Make inferences on the basis of what is being read</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul> <p>Pupils by the end of <b>Year 2</b> should be able to:</p> <ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the words</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the text makes sense to them,</li> <li>• Ask questions to improve their understanding of a text</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predict what might happen from details stated and implied</li> <li>• Identify main ideas drawn from more than 1 paragraph and summarise these</li> <li>• Identify how language, structure, and presentation contribute to meaning</li> <li>• Retrieve and</li> </ul>	<ul style="list-style-type: none"> <li>• recommend books that they have read to their peers, giving reasons for their choices</li> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> <li>• learn a wider range of poetry by heart</li> <li>• prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predict what might happen from details stated and implied</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors</li> </ul>
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