



Milton Abbot School

Reading Curriculum Plan

‘Every Child Achieving’

Milton Abbot Primary School - Reading Curriculum Plan

At Milton Abbot Primary School our intention for children's reading is to develop confident readers who enjoy their reading

- 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
- To gain knowledge and an extensive vocabulary across the Curriculum
- An effective early reading programme
- For Key Stage 1 Phonics Screening Test to be at least 95%

Reading for Pleasure, Knowledge and Fluency

Intent	<ul style="list-style-type: none"> 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 To gain knowledge and an extensive vocabulary across the Curriculum An effective early reading programme For Key Stage 1 Phonics Screening Test to be at least 95%
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Implementation	All reading contexts below contribute to developing reading for pleasure, knowledge, and fluency
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Curriculum Provision:

	FS	Y1	Y2	Y3/4	Y5/6
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1. 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,
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Implementation	(Y2 – Y6) Daily guided VIPER sessions link to an explicit reading skill / skill (including written comprehension where appropriate) Expose children to texts beyond what they would read themselves by daily class story time sessions led by class teachers linked to the 'Reading Reconsidered Reading Spine Text Selector for Primary Schools' (when appropriate). Expose children to texts beyond what they would read themselves by reading books as part of English Teaching Sequences
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Core texts	See 'Reading Reconsidered - Reading Spine Text Selector for Primary Schools' for detail year group book list and links
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2. Independent reading and home/school reading

	FS	Y1	Y2	Y3/4	Y5/6
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	<p><u>School /Home</u> Daily Read Write Inc Sessions</p> <p>Teachers to ensure decodable books match RWI levels. Children to be assessed termly or sooner if required.</p> <p>Books selected linked to their ability</p> <p>Opportunity to take home their decodable text and share with parent / carer daily.</p> <p><u>Independent</u> Daily independent ERIC (Everyone Reading in Class) sessions</p>		<p><u>School /Home</u></p> <p>Year 2 to continue with daily RWI sessions until ready to graduate to book bank books.</p> <p>Age appropriate books selected based on 'Book Band Assessment'</p> <p>Reading books organised into a wide range theme i.e. humour, crime, adventure etc</p> <p>Teacher to monitor and keep a record of independent reading</p> <p>Opportunity to take home a book both independent reading and sharing</p> <p><u>Independent</u> Daily independent ERIC (Everyone Reading in Class) sessions</p>		

3. Teaching of Explicit Reading Skills (Comprehension – both listening and reading)

	FS	Y1	Y2	Y3/4	Y5/6
Intent	To develop comprehension skills (as detailed in National Curriculum) across a range of high-quality texts / genres				
Implementation	<p>FS/Y1/Y2 - Daily RWI session, which include reading with a comprehension focus. Y2 children who have graduated from RWI to have daily VIPERS.</p> <p>Y3 – Y6 - The teaching of VIPERS reading programme / skills (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise)</p> <p>Daily 30-minute VIPER guided reading sessions: teacher working / reading to at least one group per day so that pupils can focus on required skills.</p> <p>An increasing expectation of written recording of understanding from Year 2.</p>				
Core texts	<p>'Reading Reconsidered - Reading Spine Text Selector for Primary Schools' for detail year group book list and links</p> <p>Book Band Guided Reading Sets etc</p> <p>Read Write Inc books</p>				

4. Teaching of Explicit Reading Skills (Word Reading)

	FS	Y1	Y2	Y3/4	Y5/6
Intent	Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent				
Implementation	Daily Read Write Inc sessions	Daily Read Write Inc sessions	Daily Read Write Inc sessions/ VIPERS when ready. No Nonsense Spelling Programme	No Nonsense Spelling Programme	No Nonsense Spelling Programme
Core Documents Used	Read Write Inc Books		Read Write Inc (Where still needed) No Nonsense Spelling		

5. Texts to support reading to learn across the curriculum					
	FS	Y1	Y2	Y3/4	Y5/6
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	Linking text to develop knowledge and vocabulary across the foundation subjects.				
6. Assessment					
	FS	Y1	Y2	Y3/4	Y5/6
Assessment Evidence and Expectation to assess impact (Examples only)	EYFSP Tracker Read Write Inc Termly Assessment Phonic Screening Check Observations of reading behaviour and talking to pupils Independent and home reading records NFER (Summer Y1) (Assessment Week) Moderation (informal)		SATs (Yr2 and Y6) Phonics Screening Check (retakes) Observations of reading behaviour & talking to pupils Independent and home reading records Class Trackers - (VIPERS/ fluency / decoding) NFER (Assessment Week) Book Bands- RM Benchmark Moderation (formal and informal)		