

Milton Abbot Primary School - Reading Curriculum Plan

(Prepared by G Walkerdine and J Weatherstone)

At Milton Abbot Primary School our intention for children's reading is:

- 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

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|--------|---|
| 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 |
|--|----|----|----|------|------|
|--|----|----|----|------|------|

1. Reading aloud to children

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|----------------|---|---|---|--|
| Intent | <p>Building a bank of story and rhyme knowledge</p> <p>Exposing children to texts beyond what they can read themselves</p> <p>Developing an enjoyment for reading</p> | <p>Widening knowledge of texts and authors, including non-fiction and poetry</p> <p>Sustaining stamina in listening and reading texts</p> <p>Making connections within a book</p> | <p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p> | <p>Exposing children to challenging and archaic texts, e.g., language, themes,</p> |
| Implementation | <p>In daily guided VIPER sessions link to an explicit reading skill / skills (including written comprehension where appropriate)</p> <p>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'</p> <p>Expose children to texts beyond what they would read themselves by reading books as part of English Teaching Sequences</p> | | | |
| Core texts | <p>See 'Reading Reconsidered - Reading Spine Text Selector for Primary Schools' for detail year group book list and links</p> | | | |

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 Letters and Sounds sessions</p> <p>Teachers to ensure decodable books match the Letters and Sounds phases / teaching</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> 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>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>Once a week whole class VIPERS session</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> | | | | |
| 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 Letters and Sounds sessions | Daily Letters and Sounds sessions | Daily Letters and Sounds sessions No Nonsense Spelling Programme | No Nonsense Spelling Programme | No Nonsense Spelling Programme |
| Core Documents Used | DFE Letters and Sounds 2007 Milton Abbot Phonics and Reading Handbook 2019 | | No Nonsense Spelling Milton Abbot Phonics and Reading Handbook 2019 | | |

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 in order to assess impact (Examples only) | EYFSP Tracker Phonic Screening Check Observations of reading behaviour and talking to pupils Independent and home reading records Class Trackers - (VIPERS/ fluency / decoding) Phonic assessments NFER (Summer Y1) (Assessment Week) Book Bands- RM Benchmark Moderation (formal and 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) | | |