

**Stocks Lane
Primary School
Reading Curriculum**



The Reading Curriculum

Intention:

At Stocks Lane, we want pupils to develop the fundamental transferable skills of reading to enable them to thrive in life. Reading is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. Our pupils are exposed to a variety of engaging and stimulating texts in order to build a vast bank of vocabulary; support their understanding of the reading material with the intention of developing a wide knowledge base. We strive to ensure that children establish a passion for reading, so that their drive and enthusiasm is an innate part of their learning journey.

Implementation:

Every day all of our pupils are exposed to guided reading lessons, alongside phonics in Key Stage One, as part of the English curriculum. Daily opportunities for reading are planned into lessons across the curriculum to allow children to access a wide range of material and develop subject specific vocabulary. The class texts are purposefully selected to be woven into the curriculum to engage and motivate all pupils, although particularly with boys in mind. The class and school libraries offer a wealth of reading material to cover all interests. Parents and volunteers regularly visit school in order to read with and to our pupils. This exposes the children to a range of storytelling opportunities and models the importance of reading. All children take part in many exciting activities that are offered, in order to further inspire and motivate children such as World Book Day, library lending services, introducing the book fairs and a variety of in-house competitions.

Impact:

Pupils become keen and confident readers who are not afraid to apply their knowledge and skills to new reading experiences and materials, and thus are armed with a myriad of opportunities to enable them to succeed. Reading is intrinsically linked to writing and the development of vocabulary and literacy skills, therefore enhancing pupils' all-round exposure to the English language.

Approaches to Reading

EYFS and Key Stage 1

Reception: When children finish the induction period they begin Phase 2 of Bug Club Phonics. The sounds are taught in units.

Unit 1: s, a, t, p,

Unit 2: i, n, m, d

Unit 3: g, o, c, k

Unit 4: ck, e, u, r

Unit 5: h, b, f, ff, l, ll, ss

Teachers follow the suggested daily teaching from The Bug Club which involves a lesson introduction, a teaching session which includes learning the new sounds, reading and writing, wrap up and next steps.

When each letter sound is introduced, teachers use the interactive slides and videos to accompany it. There are also language sessions which teach the children the tricky words. Each session contains interactive Whole Class Teaching pages and will also contain links to the photocopiable masters (PCMs) for the session. Teachers can allocate pupil games and the relevant Bug Club Phonics eBooks from the session.

Children then reach Phase 3 and learn digraphs.

Unit 6: j, v, w, x

Unit 7: y, z, qu

Unit 8: ch, sh, th, ng

Unit 9: ai, ee, igh, oa, oo,

Unit 10: ar, or, ur, ow, oi,

Unit 11: ear, air, ure, ur

During phase 2 and 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Children then reach Phase 4.

Unit 12: adjacent consonants (cvcc, ccvc, ccvcc/ccvc/ccvcc)

This is a consolidation phase and NO new sounds are taught, apart from consonant clusters br, bl, tw, st, sc, fl, fr, gr, gl, pr, pl, etc

It is also when children begin to read, write and spell cvcc and ccvc words such as; help, hold, crab, stop, spin etc. This is also an opportunity to assess children's ability to blend separate sounds together to read words with adjacent consonants.

The Phase 4 Guided blending activity presents the children with 4 words where each phoneme has been separated by a hyphen. They should be asked to say each sound in turn and then blend them

to say the whole word. There is a simple warm-up word to familiarise children with what is expected of them.

The Phase 4 Unguided blending activity presents the child with 4 words that they must separate into its individual phonemes for themselves and then blend them to read the word in full. There is a simple warm-up word to familiarise children with what is expected of them.

In Year 1, the children are then taught Phases 5 and 6. This is when children are introduced to split diagraphs a-e, e-e, i-e, o-e, u-e. So words such as game, these, like, bone, tune. The split e makes you say the name of the first vowel. They are also taught alternative spellings such as 'e' can be in bed but ee in see, e in he, ey as in monkey. ie as in Bobbie, ea as in sea.

In Reception and Year 1, children have the opportunity to read 1-1 or in a small group with an adult at least once a week. As the children move through the school, opportunities to read independently for a sustained period of time are offered to them.

Our approach to reading in Reception and Year 1 is implemented in line with our phonics scheme 'Bug Club Phonics'. We use teacher judgement to group the children. These groups are fluid and children can move groups if they are excelling/struggling. We use the 'Bug Club' books which are organised into phases, units and sets and according to the sound progression. Children undertake 3 reading sessions per week and is done in small groups as follows:

Session 1: Decoding

- Children read the tricky words and sounds at the start of the book with the teacher.
- Teacher to clarify the meaning of any tricky words in context.
- Children read their book together in unison.
- Teacher to move round the table and hear each reader individually, only supporting if necessary.
- At the end of the session, children to go back over any words they struggled with as a group or play a quick phoneme spotter game.

Session 2: Prosody

- Recap tricky words from decoding session.
- Children to read book in unison with the aim of being more fluent.
- Teacher to have pre-chosen 'teaching points' for where more expression or intonation is needed.
- Teacher asks children to go to a specific page where the teaching point is. E.g turn to page 6 and look at the first sentence. What punctuation can you see at the end?
- Discussion around why expression is required.
- Sentence then modelled for the children to repeat.
- Children to then read the book again using the prosody they have practiced.

Session 3: Comprehension

- Recap the tricky words/vocabulary from the previous 2 sessions.
- Children to read their book out loud and in unison with the aim of being fluent and using expression.
- Teacher to ask comprehension questions based around a reading domain.

- Explain what the focus domain is and encourage the children to find and explain their answers using the text.
- Teacher to use the text to help children elaborate answers and encourage to use the sentence stems to respond. E.g 'I know this because...'

Pupils who are making slow progress, or with gaps in their phonics understanding, are identified through formative assessment during lessons and intervention is immediately put into place, alongside the usual phonics teaching. This includes activities such as flashcards, precision teaching, 1:1 reading daily and writing sounds. Specific phonics interventions are then put in place for extra support with early reading.

We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

At the beginning of Year 2, Phase 5 phonics is recapped in the first term to secure their phonics knowledge.

Year 2 and Key Stage 2

In Year 2 and lower KS2, pupils with major gaps in their phonic understanding are identified and receive additional support where appropriate. Discrete phonics teaching continues into Year 2 and above, and for as long as necessary, for pupils who require extra support and learning time to focus on securing their phonics knowledge.

Guided reading in Year 1 and EYFS operates differently to the other year groups as they work in small groups and the texts are matched to their phonics lessons.

From Year 2, Guided Reading sessions are taught daily for 30 minutes where children are exposed to a range of different text types which they are given a week to explore. The teaching of Guided Reading follows the progression as follows:

Monday	Unpicking unfamiliar vocabulary.
Tuesday	Answering a range of fact retrieval questions.
Wednesday	Answering a range of inference questions.
Thursday	Unpicking the text in a deeper manner to answer more detailed inference questions.
Friday	Applying the skills learnt to an unseen text.

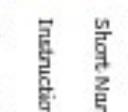
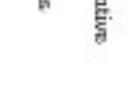
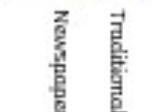
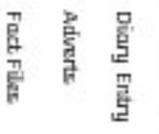
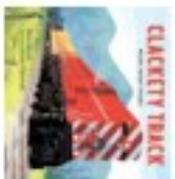
Reading for Pleasure

Many exciting events and provision are planned within school to promote reading for pleasure including each classroom having an exciting and engaging reading corner and allowing reading for pleasure to be timetabled into the school week. As teachers, we model reading for pleasure and engage with ERIC daily which involves children and adults reading for pleasure for 15 minutes per day. During this time, we encourage book talk to continue to develop that love for reading. Each class also develops their knowledge of poetry by providing the children with a book mark each term

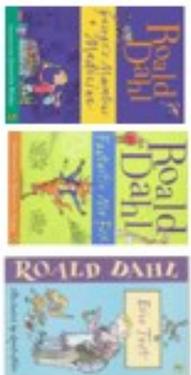
with a poem on which they learn and perform. Where possible, visits by: published authors, skilled story tellers, performances by professional theatre groups are organised in addition to making books and the use of drama to illustrate the texts studied.

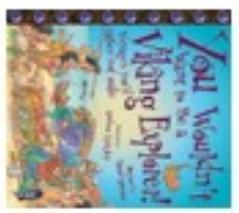
We encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their planners. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language; enthuse them with a love of books and to inspire them to become great authors themselves.

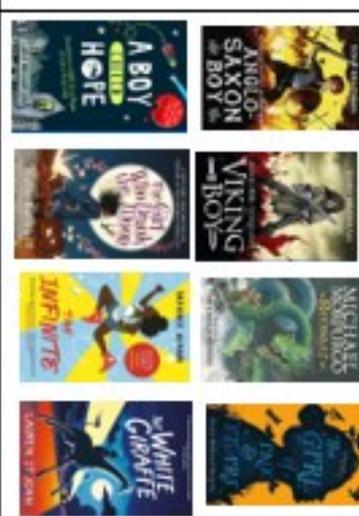
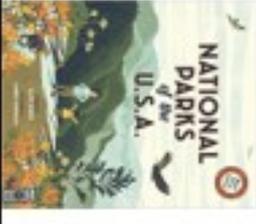
		Autumn Term		Spring Term		Summer Term	
Topic	Starting School/ Superhero Mel	Let's Celebrate	Space	Growing and On the Farm	In the Jungle	At the Seaside/Under the Sea	
English Texts	 	 	 	  	 	 	
Poetry and Rhymes							
Non-fiction texts	   	   	  				

Year 1						
Autumn Terms		Spring Terms		Summer Term		
All About Me		We are Britain.		Famous Explorers in the 1900's		
Topic:						
English Texts (+ writing genre)	Letters Short Narrative Instructions Diary Entry Poetry Letters	Letters Postcards Traditional Tale Newspaper Report	Diary Entry Adverts Fact Files Traditional Tale Newspaper Report	     	   	    
Poetry and Rhymes	Poems About Joseph Coelho 	We are Britain (Seaside and Castles) 	Clackety Track Train Poems 			
Non-fiction texts	All About Me  	We are Britain (Seaside and Castles)  	Famous Explorers in the 1900's 			
Author Spotlight	Julia Donaldson 	Oliver Jeffers  	Rochelle Wiseman  			

Year 3

Topic		Term 1	Term 2	Term 3
Reading for pleasure texts		The UK	Monarchy	Vikings and Anglo-Saxons
Author in the Spotlight		Tom Fletcher 	Roald Dahl 	David Walliams 
Whole Class Guided Reading Texts				
Rhymes and Poems				
Non-Fiction Texts				

		Term 1	Term 2	Term 3						
Topic		Europe and Vikings/ Earthquakes								
Reading for pleasure texts										
Author in the Spotlight		<p>Jeff Kinney</p> 			<p>Emma Carroll</p> 			<p>Cressida Cowell</p> 		
Whole Class Guided Reading Texts										
Rhymes and Poems		<p><i>People Need People</i> by Benjamin Zephaniah.</p>								
Non-Fiction Texts										

		Term 1		Term 2		Term 3	
		The Americans and Maya Civilisation.		Ancient Greece and All Around the World.		Anglo-Saxons and the Vikings.	
Topic:							
Reading for pleasure texts							
Author or the Spotlight:		Eva Ibbotson		Frank Cottrell-Boice		Michael Morpurgo	
Whole-Class Guided Reading Texts:							
Religious and Poems		The Grinch Who Stole Christmas		The School Boy - William Blake		The Light of Stars - Henry Wadsworth Longfellow	
Non-Fiction Texts:							

		Term 1	Term 2	Term 3
Topic:		How did Hitler convince a nation of people to follow him?		
Reading for pleasure texts:				
Author or the Spotlight:		<p>Quigley Q Rauf</p>	<p>Louise Sachar</p>	<p>Tom Palmer</p>
Whole Class Guided Reading Texts:				
Religious and Poems:		<p>In: Flanders, Fiddle: by John Macrae.</p>	<p>A Cure for Racism: by Chelovoyan "Erni" Amanda Enoch.</p>	<p>Refugees: by Bill Slatton.</p>
Non-Fiction Texts:				