

Spring Meadow Primary and 'School House' Nursery



Reading Curriculum Overview

Reading Curriculum

Purpose of study

Our high-quality curriculum places reading at the heart of what we do, we believe that everything begins with a good book. We want our pupils to develop a life-long love of reading. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. Reading at our school will enable pupils to develop the skills needed to gain knowledge across the wider curriculum. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. We want them to read widely and often, for both pleasure and information purposes, to become fluent readers.

Aims

Our curriculum aims to ensure that all pupils:

- Can use phonological skills to decode and segment unknown words.
- Become fluent and confident readers.
- Develop their love of literature through reading widely and often, for both pleasure and information.
- Can use their reading skills appropriate to age across the curriculum to comprehend a range of texts.
- Acquire a wide subject specific vocabulary.
- Become competent readers who can recommend books to their peers, have a thirst for reading a wide range of high-quality texts across the genres, participate in discussions about books and have an established love of reading for life.

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' Dr Seuss

Organisation

- Our curriculum begins each term with a selection of carefully chosen high quality texts. These texts form our 'Journey of Discovery' book maps and they support learning across the curriculum. All classes will study their allocated texts across the term, these are starting points to inspire and ignite their learning journeys.
- We develop this further through our reading for pleasure book map; these aspirational and engaging texts selected for each year group are shared in class and used as starting points for discussions. They are shared by adults as part of reading aloud.
- We provide language-rich classroom environments and a curriculum where children are exposed to, and actively engage with, high quality language in varying forms in a meaningful, deliberate and engaging way.
- We plan daily opportunities for children to read with adults and also independently to develop their enthusiasm for reading for pleasure.
- Reading is taught not only in specific 'book share' reading lessons but across the wider curriculum too.
- Reading is taught daily across the school through high quality, whole class reading lessons in addition to discrete daily phonics sessions in EYFS and KS1. Whole class daily reading lessons allow the teacher a greater amount of time to focus on reading skills such as inference and comprehension.
- In classrooms, teachers will place a high value on books and reading by ensuring that the classroom has a well-designed and looked after class library area.
- We continue to promote a love of reading beyond the school. Children are provided with reading diaries and access carefully selected reading materials to continue their reading at home.

Progression

*Progression in phonological skills is detailed in our Phonics Curriculum overview

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop their love of literature	Enjoy listening to books read to them	Select books for personal reading and give reasons for choices	Read and listen to whole books, make choices for	Sustain their reading for enjoyment and to find out	Read independently complete short texts and sections from information books	Listen to texts read to them. Read favourite authors and choose books	Listen to texts read to them and sustain their reading of longer and more challenging texts

			their personal reading			to read on the recommendation of others	
Comprehension Ask questions to improve their understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate where appropriate key events in stories	Ask questions about aspects of a text they don't understand.	Ask questions about a text to ensure they understand events or ideas in a text.	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.
Build a wide vocabulary	Use and understand recently introduced vocabulary during discussions about stories, non-fiction,	Make collections of interesting words and use them when talking about	Develop understanding of words met in reading. Speculate about the possible	Identify where an author uses alternatives and synonyms for common or over used words and	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings	Distinguish between everyday word meanings and their subject specific use, e.g. the specific	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas.

	rhymes and poems and during role-play.	books and stories.	meaning of unfamiliar words they have read.	speculate about the shades of meaning implied.	conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.	meaning of force in scientific texts	Collect and define technical vocabulary met in other subjects, by developing subject glossaries.
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Use prior knowledge to support understanding		Think about what they know about events or topics prior to reading.	Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read
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Skim, scan and read closely		Skim read to gain an overview of a page/ text by focusing on significant parts – names, captions, titles. Scan the text to locate specific information – using titles, labels.	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings. Scan pages to find specific information,	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to	Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.	Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning Read carefully sections of texts to research information and to answer questions
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			using key words or phrases and headings. Read sections of text more carefully, e.g. to answer a specific question.	read carefully in order to find specific information or answer a question		carefully and re-read/ read on as appropriate.	
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Unit Planner

Phase	Subject Related Themes
EYFS	<p>Traditional Tales Non-Fiction Recounts: Diary entries Poetry Narrative Letters Explanations: Instructions</p>
KS1	<p>Traditional Tales Non-Fiction Recounts: Diary entries Poetry Narrative Letters Explanations: Instructions</p>
LKS2	<p>Narrative-Traditional Tales: Fables, Myths and Legends Explanations/ Biographies/Autobiographies/Reports/Instructions Poetry Quest/Adventure stories Non-chronological reports/Recounts Flashbacks Letters Arguments/Persuasion</p>
UKS2	<p>Narrative-Traditional Tales: Fables, Myths and Legends Explanations/ Biographies/Autobiographies/Reports/Instructions Poetry Quest/Adventure stories Non-chronological reports/Recounts Flashbacks Letters Arguments/Persuasion</p>

Knowledge Progression

Unit	Knowledge
Traditional Tales	<ul style="list-style-type: none">● To read a selection of Traditional Tales● To understand the features of a Traditional Tale● To recognise the features of traditional tales from other cultures
Non-Fiction	<ul style="list-style-type: none">● To read a selection of non-fiction texts● To understand the features of a non-fiction text● To understand the differences between a non-fiction and fiction text
Recounts – Diary Entries	<ul style="list-style-type: none">● To read a selection of recounts● To understand the features of a diary● To compare historical diaries to diaries of the present
Poetry	<ul style="list-style-type: none">● To read a selection of poetry● To understand the different features of a poem● To recognise the different types of poem
Narrative	<ul style="list-style-type: none">● To read a selection of narrative texts● To understand the features of a narrative text● To use a narrative to tell a story

Letters	<ul style="list-style-type: none"> ● To read a selection of letters ● To understand the features of a letter ● To use letters to give information, write arguments and persuade
Explanations	<ul style="list-style-type: none"> ● To read a selection of explanation texts ● To understand the features of an explanation text ● To use explanations texts to clarify information in fiction and non-fiction texts
Biographies/Autobiographies	<ul style="list-style-type: none"> ● To read a selection of biographies/autobiographies ● To understand the features of a biography/autobiography ● To read and know about influential people
Flashbacks	<ul style="list-style-type: none"> ● To read a selection of flashbacks ● To understand about different events in the past ● To understand and use the vocabulary associated with past tense and flashbacks
Quest/Adventure stories	<ul style="list-style-type: none"> ● To read a selection of quest/adventure stories ● To understand the features of a quest/adventure stories ● To understand and use the vocabulary associated with quest/adventure stories
<p>Key Events and Celebrations</p>	
<ul style="list-style-type: none"> ● World Book Day 	

- Pyjamarama Day - In association with the Book Trust
- National Storytelling Week
- World Poetry Day
- International Children's Book Day
- Roald Dahl Day