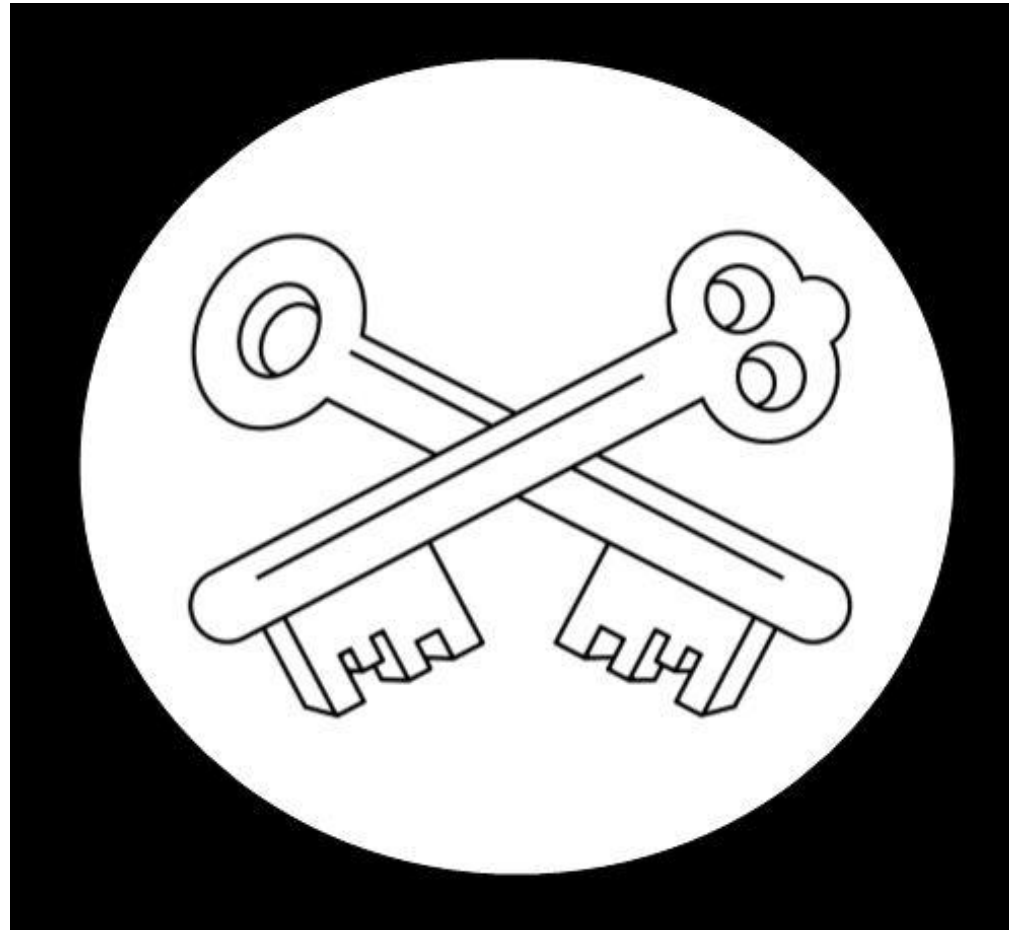


ST PETER'S C OF E JUNIOR SCHOOL



READING CURRICULUM

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ST PETER'S CURRICULUM

In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.



		
Head	Heart	Hands
We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it.	Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens.

In order to fulfill these curriculum aims, we have eight key principles that underpin the design of our curriculum:

			
Broad and Balanced	Big ideas	Clear progression	Meaningful
In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.	Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific rationale for all content choices.	Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our curriculum will become our progression model.	Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were interested in.

		
Memory in Mind	Vocabulary-rich	Empowering Knowledge
Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge.	The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering.	Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it.

EDUCATION RECOVERY

At St Peter's, our reading curriculum has been planned with rigour and ambition. We swiftly prioritise the assessment of pupils' decoding skills to identify those who are at risk of failing to learn to read, and monitor and track progress through school. We use the online program [phonicstrackeronline.com](https://www.phonicstrackeronline.com) to support our assessments.

We deliver a systematic synthetic phonics approach for all pupils who still require it, incorporating ample opportunity for independent practice. This is undertaken in small groups within years 3 and 4, whereas bespoke lessons are carried out in upper school for individuals with identified gaps to consolidate. Children identified as having phonics provision are provided with appropriate reading books which they can read both successfully independently.

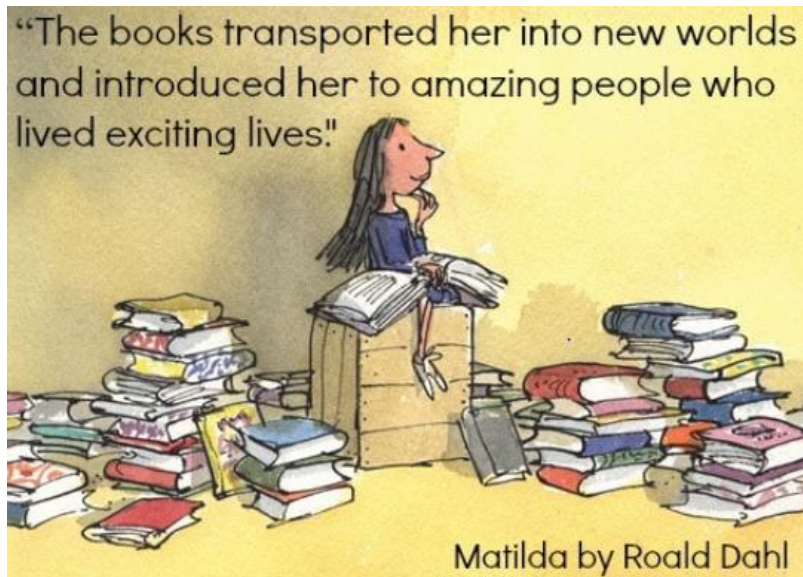
Whole class reading lessons take place daily and frequent opportunities for reading is a priority across the curriculum as we know fluency is essential for comprehension. Reading skills are taught explicitly and children explore extracts on a weekly basis. Children are involved in discussion and book talk to facilitate and broaden their understanding. Extracts are also introduced with pre-taught elements of background knowledge and vocabulary to support reading fluency and understanding. Texts are carefully selected with the intention of increasing reading stamina as children progress through school. Within reading lessons, teachers provide the opportunity to listen to pupils read including choral reading and echo reading to encourage prosody.

Across key stage 2, our teachers continue to read to all pupils so that they experience what it is like to enjoy and become immersed in a book. In addition to this, our library is filled with an inspiring collection of modern and classic fiction so that books sent home are appealing. Our expert staff share book recommendations and promote class library selections to maintain reading's high profile across school and clearly reinforce our school's passion and love of reading.

PURPOSE AND RATIONALE

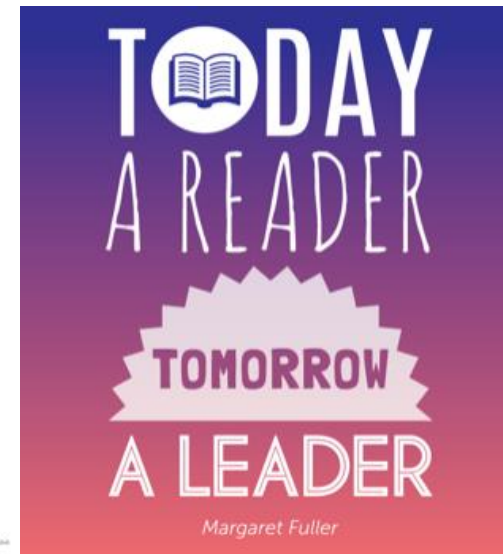
Reading is at the heart of our curriculum and our staff are passionate about sharing their love of literature with the children. We are dedicated to ensuring all our learners leave our school with the necessary English skills needed to function effectively at secondary school. We have built a reading community - centred around reading for pleasure and inspiring children to read books that they may not have chosen to read without our guidance. We want our children to read broadly and engage in conversations about the books they have read, make recommendations and share their love of books with others. Through our carefully planned reading curriculum, and promotion of reading for pleasure, we encourage our children to become passionate readers too.

Alongside the clear academic benefits, we also believe reading allows children to relax their brain, calm their mind and widen their understanding of the world beyond their experiences. We know that reading helps to develop children's imagination, vocabulary and concentration. We engage with parents and families to help share our view on the benefits of developing a culture for reading.



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Dr. Seuss



HOW OUR CURRICULUM SUPPORTS GAPS IN OUR PUPILS' KNOWLEDGE AND SKILLS

Context and demographics	Implications for St Peter's Reading curriculum
School location deprivation indicator is in quintile 1 (least deprived) of all schools.	The Reading curriculum is designed to be challenging, knowledge-rich and built upon the highest of expectations. We use a variety of texts, set in different settings and time periods. We also promote a blend of fiction and non-fiction, with a variety of socio-economic status and where issues surrounding wealth, poverty and mental health are addressed. Eg. The Secrets of a Sun King, Goodnight Mr Tom, The Thieves of Ostia, Wonder etc.
Despite the above, there are pockets of deprivation in the catchment with some pupils coming to the school from one of the 10% most deprived neighbourhoods in the UK.	The curriculum provides the cultural capital these pupils may not receive outside of school. Children are provided with the knowledge and power of vocabulary in order to read with greater understanding and write with increasing articulation. We also focus on inspirational people, looking at positive ways that people have transformed their lives and overcome barriers.
95% of the local population is white with very few residents born outside of the UK.	Our English curriculum aims to expose our pupils to the diverse world many of our pupils are sheltered from. We study a broad and balanced reading curriculum with novels studied in all year groups that are set in a different location and a variety of historical settings and time periods.

READING FOR PLEASURE

At St Peter's, we promote a love of reading through the use of high quality texts within English lessons. We carefully choose books to inspire and motivate children to become better readers and develop a curiosity for reading and an interest in stories. We create a reading culture through the promotion of books within classes and whole school assemblies, celebrating the reading achievements with parents and the wider community. Children have reading challenges to encourage and incentivise them to read a wide and diverse range of books. Teachers share a class novel with their children on a daily basis purely as an opportunity to gain enjoyment from a story. These books could be chosen as a means of enhancing a particular curriculum focus but the overall focus is to select a book to engage the children and seek enjoyment.

Our passionate librarians use their break time to share stories and picture books with younger children. This team make excellent reading role models. The reading hut is also open during lunch time for any children who may wish to enjoy some quiet time with a book or comic. Our new initiative launched by our team of librarians involves each class having a reading journal. Each child will have the opportunity to create a scrapbook page about their favourite book. This allows class recommendations to take place and highlights the importance of reading for pleasure. We also endeavour to keep our class bookshelves stocked with modern, appealing books that the children are proud to take home.

Parents are involved in reading as there is an expectation that parents read at home with their children four times a week and sign reading diaries. These diaries are checked by teachers on a weekly basis. This opportunity for parental engagement quickly allows us to establish children who are not motivated to read at home or who are not reading regularly.

Our whole school 'campfire stories' and 'bedtime stories' help to make reading a community event. Teachers and children meet in onesies, wellies and pyjamas to enjoy an array of picture books and fun stories together!

READING FOR FLUENCY

We ensure that pupils continue to make progress in reading accuracy and fluency in Year 3 through a robust screening approach. All children are screened on entry to the school using [phonicstrackeronline.com](https://www.phonicstrackeronline.com). These results enable us to group children based on the precise sounds missing from their reading code, allowing us to intervene with striking impact.

Children all undertake regular assessments in reading and children falling behind are quickly identified and support is put in place. Phonics groups are quickly established and children's revision of the phonic phases help children to increase fluency. These children identified for phonics intervention receive daily support sessions to help rapidly reduce gaps in learning through a robust approach to the teaching of synthetic phonics using 'No Nonsense Phonics'. These children will change their reading books on a weekly basis with a teaching assistant. Alongside this, a fleet of both teaching assistants and reading volunteers support children identified as our lowest 20% to read with increasing fluency and precision. Where appropriate, teachers engage with parents and support them with strategies when listening to their children read at home, as well as highlighting the need and importance of this. Teachers identify 'spotlight' children in lessons and closely monitor the attainment and learning of all children who failed the phonics screening retake in Year 2.

The school follows the 'No Nonsense Phonics' approach to the teaching of phonics, gaining expert support from staff at The English Hub. All teachers and teaching assistants have received phonics training across school and are loyal to phonics when children are decoding words or developing in reading fluency across the school. This scheme has been supplemented by Big Cat Collins fully decodable reading books, specifically purchased to appeal to Key Stage 2 readers who are still not meeting age related expectations.

Regular monitoring and assessments speedily identifies children failing to make sufficient progress. Teachers endeavour to diagnose the root cause of the issue in order to put the best intervention in place. Whether this be reading speed, understanding, skills in decoding or potentially difficulties including dyslexia, the root cause needs identifying in order to address the concern and respond accurately.

All whole class comprehension lessons include the opportunity for readers to read at length. Children learn to respond and read back in a choral fashion to improve fluency. They also provide opportunities to re-read extracts previously discussed with the purpose of increasing reading fluency.

Children who are identified as being off track or who fall in to the lowest 20% category beyond the teaching on phonics are targeted for additional reading intervention. Recent strategies from CPD with Christopher Such have been the inspiration for these reading interventions that have been implemented in years 4, 5 and 6. These interventions include:

- 1) Fluency reading (scaffolded decoding practice)
- 2) Extended reading (addressing breadth)
- 3) Close reading (deeper text discussion/comprehension)

What does phonics provision look like at KS2?

<u>Context:</u>	The team at St Peter's Junior School recognise the importance of reading as a life skill. We understand the significant role of teachers, support staff and parents in supporting children to read with fluency and enjoyment. We firmly believe that reading is the key skill that underpins lifelong learning habits and the opportunity for increased social mobility. We will approach the teaching of early reading and phonics through the use of 'No Nonsense Phonics' and Big Cat Collins decodable reading scheme. We aim to swiftly identify children who require KS2 phonic interventions through the use of robust ongoing analysis and regular tracking opportunities. Specific teaching of the identified gaps will be established strategically to move all our learners towards being fluent readers and close the gap with their year group peers.
<u>Expectations and Behaviour:</u>	Phonics intervention sessions will be planned to be pacy and engaging with high levels of participation and a 'no hands up' approach. Phonics learning packs will be created to maximise teaching time and provide swift transitions. Children with greater behavioural need and limited concentration will be seated at the front to maximise focus and there will be a classroom seating layout that easily allows the teacher to circulate the room. Phonics displays and flash cards used throughout school link to our NNP approach to add consistency in our provision.
<u>Lesson Structure:</u>	Phonics sessions will last for 30 minutes and occur 5 days a week. Children with phonic gaps in upper KS2 will usually be supported in a 1:1 capacity, revising identified gaps in fluency. The sessions are created in pairs as outlined below. This will ensure that across 2 weeks, five new phonemes will be covered (code). SESSION 1: ● Revisit and review flashcards ● Multi-skills code page ● Introduce new code for today's lesson with a flashcard pinned up. ● My turn, your turn ● Finger trace in skills booklet, whilst making sounds. ● Air write to model letter formation ● Booklet set example words - identifying the code ● Children independently segment and blend words in skills booklet ● Circle odd one out picture

	• Children independently read sounds, ticking if they know it and circling if unfamiliar • Sound out the word in the picture, drawing lines for each sound line. Attempt to spell each sound correctly. Eg. <u>d</u> <u>u</u> <u>ck</u> SESSION 2: • Revision of 'say the sounds activity' • My turn, your turn using the code on the multi skills page • My turn, your turn say the sound finger trace • Children independently read and tick sounds box on mini story page, then read together. • Children independently scan and underline the featured code they can see in the story. Count and discuss. • Children read the ministry independently, twice. Once for decoding accurately and the second time for fluency and understanding. • Adult model reading for prosody. • Ask comprehension questions and discuss. • In separate handwriting book, choose now from copy writing and self-dictation activity (using a sentence from the mini story.)
<u>Approach and Strategy:</u>	Children will be identified through the use of an online phonics tracker system. This will identify gaps in teaching and knowledge and children will be strategically grouped into smaller clusters to best support teaching at each phonic stage. Our lead reading teaching assessment will work with staff to ensure all children in Year 3 who did not meet the expected standard in reading are screened using our online system. Working alongside the Head and the English Lead, the children will be grouped for interventions to begin with immediate effect. These will take place in Reading Hubs with bespoke NNP resourcing to support learning. Children identified as not meeting the expected standard, but showing a good phonetic ability to decode will be assessed and identified for more specific comprehension or fluency interventions to better meet their needs. Each class will identify the lowest 20% and these children will receive additional regular reading support to teach gaps and promote fluency.

<u>Decodable Books:</u>	Rather than selecting from our usual library system, children accessing NNP provision will have reading books changed weekly by their phonics teacher. This will ensure that children have access to fully decodable reading books in order to promote reading with confidence, enjoyment and fluency. If they wish to do so, additional 'adult reader' books may be borrowed from the library as support in offering a rich diet of reading for pleasure texts.
<u>Parental Engagement:</u>	Parents with children accessing our KS2 phonics interventions will be invited to a meeting at school to promote our school's ethos and the need for fully decodable reading books. We hope to remove the desire for parents and children to 'race' through the book bands in order to share our school ethos in providing achievable independent reading opportunities for our children, supplemented by word lists and challenge cards where this would be useful. Children receiving daily phonics support will accumulate resources within a folder. This folder will go home every evening in order for children to share their daily practice with parents and recap recently acquired knowledge and learning.
<u>Assessment Arrangements:</u>	Children who did not pass their Year 2 phonics screener retake or children who did not meet the expected standard in our St Peter's baseline assessment in reading will undergo a phonics assessment using the online system 'Phonics Tracker' on entry in Year 3. Once the children have been identified and target groups established linked to the phonic phases, our interventions will begin. Phonics Tracker will be used termly in order to address gaps in phonic knowledge and children's retention. Analysis of these half termly assessments will allow fluidity of groupings and show progress. This data will also be analysed to inform planning and monitoring. KS2 Phonics should be a short-term intervention to facilitate the closing of gaps for children to access learning at age related expectations.
<u>Closing the Gap:</u>	• Spotlight support in class during daily comprehension lessons • Additional reading support for lowest 20% reading for fluency with adults in school and bespoke teaching of phonics gaps • Data is analysed regularly and rigorously to ensure pupils demonstrate accelerated progress

READING FOR MEANING AND UNDERSTANDING

Our approach to the teaching of reading comprehension is linked to the use of extracts in order to encourage reading at length, whilst accessing rich and challenging literature. Comprehension is explicitly taught as opposed to tested and

teachers scaffold responses to model high quality responses. Teachers have developed this approach through designing a bespoke system to support the emerging needs of the pupils at St Peter's. This system has been designed specifically to complement our writing clusters approach to the teaching of writing, encompassing elements linked to the specific teaching of vocabulary. Teachers assess understanding through analysis of children's written responses and opportunities are regularly created for children to edit and improve their original responses in order to add greater depth and detail.

SPIRITUALITY @ ST PETER'S

At St Peter's, we consider our pupils spiritual development to be a central part of the school's curriculum. At our school, we use the following definition when thinking about Spirituality...

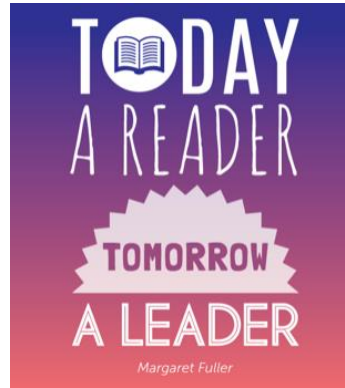
"Spirituality is the concept of exploring the purpose and meaning of life, to develop a sense of awe and wonder at the world we live in, to question our place within it and to work to care for our body, mind and soul. Spirituality is not dependent on religious belief or a particular faith."

Here are some examples of how we promote Spirituality across this curriculum area:

Spirituality across our Reading Curriculum
Reading isn't just about gaining new knowledge or relaxing. It can be a spiritual practice in its own right. Children across our school have a pre-planned and defined reading spine which allows them to enjoy and experience a range of texts and genres. It takes them to destinations afar and offers them insight into the wider world. Reading books of any genre is life-giving, as books provide a window to escape our own lives and enter a new imaginary or lived life of the book's author. Reading, whether off a physical page or from a device, offers a change from the demands of school and hectic schedules. During the moments we read, we become immersed in a place and situation other than our daily life and routine. As a whole school, we feel that reading can be more enjoyable when we do it together. All classes enjoy regular storytime where we can immerse ourselves into the lives of characters we feel for. Not only this, we promote regular whole school events such as our bedtime stories and campfire stories where children can meet together and giggle - immersing themselves into picture books with a buddy, a biscuit

and a hot chocolate! Gazing at the roaring fire, enjoying the atmosphere and the celebration of stories is some of our former pupils' most spiritual memories from their time at this school.

Year 3	In Year 3, we expose our children to life in the Stone Age through the novel, 'The Boy with the Bronze Axe.' This story details the daily life of a young pair of siblings who share their childhood experiences. From carving a boat from a tree to celebrating the summer solstice at the Ring of Brodgar, there are multiple opportunities for our children to reflect on the larger questions in life. In 'Secrets of the Sun King' the children will adventure with Lil to Egypt in order to experience the true meaning of friendship, returning King Tutankhamen's ashes to their final resting place.
Year 4	Year 4 explores further the opportunities for children to follow their dreams - wherever they may lead. The story of Lila in 'The Firework Maker's Daughter' shares her gritty desire to rebel against society's wishes for her to be married. Lila is determined to follow in her father's footsteps and become a Firework Maker. The understanding of the 'gifts' that she possesses will allow children to be inspired by her passion and bravery.
Year 5	Year 5 children have the opportunity to study a selection of remarkable women of the world and the impact that they have had on our lives today. Through sharing the real life stories of these brave women throughout history, the children can be inspired to see that they are capable of making a difference to the world around them. These powerful women come from a range of different backgrounds and nationalities to demonstrate their strength of character and the barriers that they have overcome.
Year 6	The novel 'Wonder' allows children to consider the life of children with facial disfigurements. The journey through high school tackles the ongoing difficulties faced by pupils including bullying and exclusion. The empathy developed for these characters helps children to consider their actions and the actions of others in demonstrating tolerance and acceptance. Hopefully this understanding will be held dear and taken with them in readiness for secondary school.



WHOLE CLASS READING UNIT PLANNER

START OF UNIT CHECKLIST

1. Which of the reading domains will be a focus? (see appendix)
2. What text will I use for the coming weeks? This will usually be an interesting extract taken from your class novel. However, this could also be supplemented with non-fiction and poetry linked to the unit of learning.
3. What wider curriculum knowledge do the pupils need? What key vocabulary do the pupils need?
4. What links will be made with previous learning?
5. Have I used the question stems to plan questions?
6. Are pupils sat in mixed ability pairings?
7. Do all pupils have a ruler in order to follow the text?

LESSON 1 - BACKGROUND KNOWLEDGE & VOCABULARY

Aim:	Ensuring the children have the world and word knowledge required to understand the text and to prepare them to comprehend.
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Guidance

Because knowledge is the strongest predictor of comprehension, before the extract is read, teach the pupils the general knowledge which will be necessary to understand the text. This could be in a number of ways, but one of the most effective is to read a non-fiction linked to the text.

Pre-teach upcoming vocabulary and knowledge needed to comprehend the extract fully.

New vocabulary (tier 2) is then taught explicitly. Photos or visual cues can be used to express the meaning of new vocabulary but there are a range of possible activities used when introducing new vocabulary:

-Word association. *Why are these words associated?*

-Have you ever? E.g. *'have you ever coveted something?'*

-Applause. *Clap if you would like to be described as these things: exuberant, morose, etc.*

-Which would you rather be? *Exasperated or elated? Truculent or radiant? Etc.*

Read through the extract, following with reading rulers, allowing all children to have the opportunity to decode the text and read aloud to the class. The text should then be shared with the pupils with a minimum of interruptions or stoppages. The idea here is to experience the text or extract as a whole.

LESSON 2 - CLOSE READING/ FLUENCY AND DECODING

Aim:

To develop a deeper understanding of the text.

Guidance

The teacher and the pupils read the text together. All pupils must follow the text with their ruler - this allows the teacher to see who is and isn't engaging with the lesson. The teacher may choose to read to the class,

clicking their fingers when the pupils should join in with a particular word, or they may use one or more of the following strategies:

- Round Robin - The teacher selects individuals to read a sentence or two.
- Choral Reading - The teacher and pupils read sections in unison.
- Paired Reading - Pupils read to one another in their pairs.
- Echo Reading - Teacher models reading part of the text and the pupils repeat using choral reading.
- Jigsaw Reading - where the teacher reads fluently, pausing for children to complete the missing word.
- Individual, silent reading - Pupils read quietly by themselves.

With any of these strategies, the teacher must listen carefully to the pupils and note any common or specific decoding errors offering immediate corrective feedback using the school's phonics policy.

The point of this lesson is not to just read the text, but to begin developing a deeper understanding of it through close reading and the teaching of a specific skill.

This will involve a lot of book talk, pair discussion, feedback, teacher questioning and modelling of how to answer comprehension questions based upon the skill being taught.

It is vital that the teacher models how to respond to the questions providing the children with models of excellence, sentence stems and vocabulary ready for tomorrow (eg, "The author has used the word _____ to suggest _____, as the word _____ has connotations of _____")

LESSON 3 - CHECK FOR UNDERSTANDING

Aim:	Pupils independently apply their knowledge of the text and the skills they have been taught.
Guidance	The pupils re-read the same text using one or more of the 'fluency' strategies suggested in lesson two. Using sentence stems and vocabulary from yesterday's learning, the pupils practise the skills they have been taught and independently (and quietly) respond to a set of comprehension questions in their English books, displayed as a task strip. Fewer questions with a greater level of detail is encouraged. Examples of comprehension activities can be found here - https://drive.google.com/file/d/1suNEKS1WWVoipjN7DnxKKTnz-0Rph1Nt/view?usp=sharing and https://drive.google.com/file/d/1Bp5YMol-hY0D_b38jHHFsCembAKR0TXn/view?usp=sharing Teachers and TAs can adopt focus groups of targeted children to support during this time if required. Eg. Children not achieving ARE, PP, SEN etc Extension challenges available to challenge higher attaining pupils - deeper learning responses required.

LESSON 4 - RESPONSIVE FEEDBACK

Aim:	Pupils receive feedback and revise their original answers. This session can also be used to challenge and move learning on.
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Guidance

Before the lesson, the teacher checks the written responses and summarises the key mistakes/misconceptions.

The answers to the questions are discussed in depth with the children and new WAGOLL responses are discussed, shared or created together.

The pupils then revise or rewrite their initial answers. Or respond in depth to newly presented question/challenge.

During the rest of this lesson, independent reading diary checking can take place.

Encourage parent volunteers to support during this session and listen to readers if possible.

LESSON 5 - INDEPENDENT APPLICATION

Aim:

Independent application of taught skills

Guidance:

The final session in the lesson sequence allows the children the opportunity to independently apply the skills they have explicitly been taught within an extract unknown to them.

Pupils read a new unseen extract independently and have a short timeframe to read and respond to the new text, without the scaffolding and support provided within the context of lessons from Monday to Thursday.

The purpose of this session is to give the children the opportunity to remove the scaffolding and security blanket of the prior lessons in the sequence and provide the regular opportunity to 'have a go' and apply their learning.

Teachers to mark and provide feedback to the children's responses.

Planning will be produced using the following format:



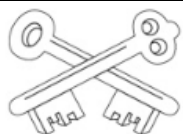
Whole Class Reading Planning	Year:	Term:
Week beginning:	Stimulus Text:	Pages:

Objective:	Retrieving	Inferring	Word meaning	Evaluating	Summarising	Predicting
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Context:	Vocabulary:
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Background knowledge and Vocabulary:	Close Reading:	Check for Understanding:	Responsive Feedback:
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Whole Class Reading Planning	Year: 3	Term: Autumn 1
Week beginning: 7.9.20	Stimulus Text: Hansel & Gretel	Pages: 8-13

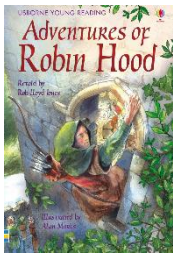
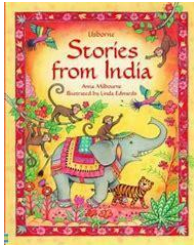
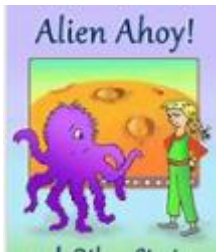
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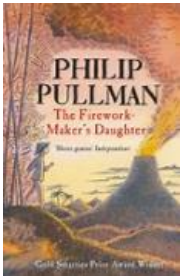
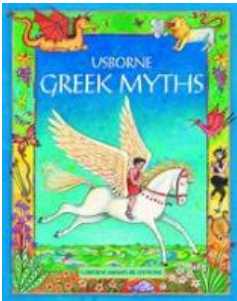
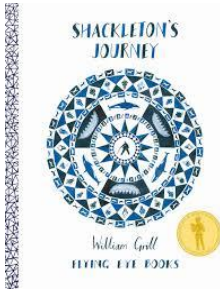
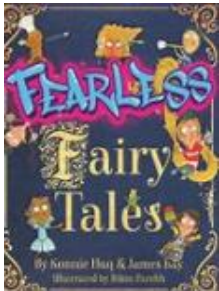
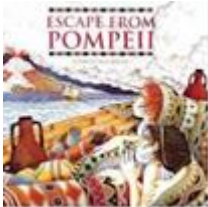
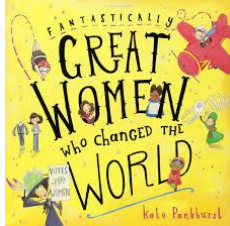
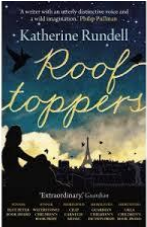
Context: Introduction of the character of the evil witch, who turns H&G mum into a tree. Discuss motives/actions.
Vocabulary: gruesome, radiantly, foul, unsuspecting, clambering

Background knowledge and Vocabulary:	Close Reading: Read photocopied extract. What	Check for Understanding: Ch to generate high quality	Responsive Feedback: Follow up with any whole-class
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Intro unfamiliar vocabulary. Match words to definitions. Discuss themes and conventions within traditional tales. Eg good v evil, power of 3, magic, happy endings, appearance, loyalty... What motivates people to do things? Eg. money, greed, love...	evidence do we have that the witch is... (hi-light) Jealous? Selfish? Deceitful? What motivated the witch to turn Lisette into a tree? What is your impression of the witch at the start of the story? What might happen next in the story?	responses to the following Q's in English books... What motivated the witch to turn Lisette in to a tree? What is your impression of the witch at the start of the story? Present learning as a role on the wall?	feedback based around misconceptions from yesterday's learning. Share WAGOLL responses. Independent reading. Volunteers? Change books. Reading diary check.
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READING CURRICULUM OVERVIEW

CORE TEXTS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	TRADITIONAL TALES – TRANSITION UNIT FROM Y2 	ROBIN HOOD BY ROB LLOYD JONES 	STORIES FROM INDIA 	STONE AGE BOY & SECRETS OF STONEHENGE 	ALIENS AHOY 	EGYPTIAN CINDERELLA & THE STORY OF TUTANKHAMUN 
YEAR 4	THE FIREWORK MAKER'S DAUGHTER	GREEK MYTHS	SHACKLETON'S JOURNEY	THE THIEVES OF OSTIA	THE IRON MAN	FEARLESS FAIRYTALES

						
YEAR 5	SHAKESPEARE'S MACBETH' 	BEOWULF 	ESCAPE FROM POMPEII 	WAR OF THE WORLDS 	TREASURE ISLAND 	GREAT WOMEN WHO CHANGED THE WORLD 
YEAR 6	WONDER 	A CHRISTMAS CAROL BY C DICKENS 	ROOFTOPPERS BY K RUNDALL 	GOODNIGHT MR TOM 	STELLA BY STARLIGHT 	KENSUKE'S KINGDOM 

RATIONALE

Reading is at the heart of our curriculum and is the central spine that weaves our curriculum together. The texts studies have been carefully chosen to enrich learning across the curriculum and provide children with cultural capital. These reading experiences empower our pupils to navigate society and it also provides them with cultural awareness.

Classic texts have been strategically chosen to broaden children's reading experiences in a direction they may not have chosen themselves. Texts such as Shakespeare's 'Macbeth' and Charles Dickens' 'A Christmas Carol' expose children to authors and storylines in readiness for secondary school.

Fairytales creates a bridging unit from Ks1 into KS2. These themes are developed through school as children study traditional tales from different cultures when studying India, as well as fractured fairy tales in Year 4. Learning is thoughtfully sequenced to build on prior knowledge and reading experiences.

Robin Hood, as a local hero and legend, is also studied as a fictional tale in reading lessons, as well as through sources and artefacts through the eyes of a historian.

Books such as 'Wonder' by R J Palacio and 'Goodnight Mr Tom' by Michelle Magorian allow children to consider the world from alternative perspectives. We are proud to offer a reading curriculum that is rich and varied and at the heart of the curriculum surrounding it.

PROGRESSION IN READING

Word reading and Fluency					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7

Applying phonetic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Recognise alternative sounds for graphemes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Re-read books to build up fluency and confidence.	Readers apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet. Children show a growing interest in a range of reading materials, applying their phonic knowledge when reading words. They have a growing vocabulary of sight words and fluency is developing through the recognition of larger units within words.	Read further exception words, noting the usual correspondences between spelling and sound, where these occur in a word. These children read with confidence for more sustained periods and begin to explore new texts. New words are tackled with increasing confidence as children broaden their reading experiences.	Children approach texts with confidence and read with developing stamina, for longer periods and more demanding texts. Children read silently and are able to monitor their reading for meaning.	Experienced and avid readers are comfortable to read both silently and aloud to others. They can confidently break up words in ways that support them with decoding unknown vocabulary without impeding their fluency.	Read critically in order to understand how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meaning.
Inference					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7

Making simple inferences on the basis of what is being said or done. Drawing on what they already know, or on background info/vocab provided by the teacher.	Understand how what a character says or does impacts on other characters, or on the events described in a narrative. Infer characters' feelings in fiction.	Deduce the reasons for the way that characters behave. Begin to make judgements based on evidence about characters' behaviour and motivations.	Understand what is implied about characters and make judgements about their motivation and attitude from the dialogue and descriptions. Begin to quote from the text to support responses and judgements.	Understand what is implied about a character through the way they are presented, including through the use of narrative voice, explaining how this influences the readers' view of characters. Quote useful sentences to use as supporting evidence when justifying responses.	Knowing the purpose, audience and context of writing and drawing on this knowledge and understanding in order to support comprehension. Respond with an opinion or comment, rooted in evidence.
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Predicting

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Predict what might happen on the basis of what has been read so far.	Predict from what they have read how incidents, events, ideas or topics will develop or be concluded. Update and modify predictions about events, characters or ideas in a text or on a regular basis throughout their reading. Make links to prior experience where necessary.	Use information about characters to make plausible predictions about their actions. Make predictions about a text based on prior knowledge of the topic, event or text type. Children modify predictions as they move on.	Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Make regular and increasing plausible predictions as they read, modifying ideas as they read on, making links in the text to details stated and implied.	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world and from reading other similar texts. Compare their predictions with events that occurred and consider why their predictions were accurate, plausible or off the mark. Make plausible predictions and explain what evidence they are basing them on. Discuss how and why	Make plausible predictions and explain what evidence they are basing them on. Discuss how and why they need to modify their predictions as they read on, applying these skills to increasingly challenging texts with a wide coverage on genres, historical periods, forms and authors.

				they need to modify their predictions as they read on.	
Retrieval					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Answer and ask questions directly linked to their reading.	Locate, retrieve and collect information from text about significant elements or aspects. Take information from diagrams, flow charts, and forms where it is presented graphically. Skim the opening sentences of each paragraph to gain an overview of the page or section. They can scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information.	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams and graphical forms. Skim read a text to gain an overview, scanning for key words, phrases or headings. Decide which sections of a text to read more carefully to fulfill a particular purpose.	Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features from information texts, including graphical representations. Locate information accurately through skimming to gain an overall sense of the text. Scan to gain specific information. Use the skills of skimming and scanning to identify sections of the text to read on or re-read as appropriate.	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in a text. Retrieve information from texts and evaluate its reliability and usefulness. Evaluate the value of a text for an identified purpose, drawing on information acquired speedily. Read carefully sections of texts to research information and respond to questions.	Consolidate, practice, discuss and build on KS2 expectations. Quickly and efficiently identify details within a text in order to draw information and respond to questions.

Vocabulary/Meaning of words					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Discuss and clarify the meaning of words, linking new meanings to known vocabulary.	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied. Practice re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meanings to clarify their understanding in context.	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meaning conveyed. Investigate the meaning of technical or subject specific use. Identify when unfamiliar words are not explained within a text and where a dictionary or glossary is required to understand them.	Distinguish between everyday word meaning and their subject specific use. Give increasingly precise explanations of word meanings that fit within the context, checking for plausibility and accuracy. Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.	Collect unfamiliar vocabulary from texts, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, developing subject or topic glossaries. Check the plausibility/ accuracy of their explanation or of inference about a word's meaning. Identify when vocabulary is not understood and apply strategies to clarify meaning.	Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
Summarise					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7

Discuss the sequence of events in books.	Retell the main points of a story in sequence. Identify a few key points from across a non-fiction passage.	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking clues and hints as well as what is directly stated.	Make regular, brief summaries of what they have read, identifying key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in light of what they've just read. Summarise evidence from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.	Summarise current understanding of a text at regular intervals, adapting and modifying ideas in light of recent reading.
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Author's choice

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Participate in discussions about books, poems and other texts - taking turns and listening to what others say.	Discuss the author's choice of word and phrases that describe and create impact.	Understand how writers use figurative and expressive language to create images and atmosphere. To create moods, arouse expectations, build tension, describe attitudes or emotion. Discuss the meaning of similes and other comparisons they have read.	Discuss the meaning of figurative language (metaphors and simile) and idiomatic words and phrases used in a text, beginning to explain the purpose of such choices.	Identify and discuss idiomatic phrases, expressions and comparisons met in texts. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses	Understand the relationship between words, how to understand nuances in meaning and discuss and comment critically on authorial choices.

				language to imply ideas, attitudes and points of view.	
Compare/ Contrast/ Comment					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Explain and discuss their understanding of books, poems and texts that they listen to and those they read for themselves.	Make comparisons between events in narrative or information text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.	Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions of the same text.	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate the different versions of the same story or different books on the same topic, identifying similarities and differences.	Make critical comparisons across texts, building on the knowledge and skills that have been taught across KS2.

SUPPORTING PARENTS

[HTTPS://VIMEO.COM/681381112](https://vimeo.com/681381112)

This weblink will direct you to a short video to introduce our reading philosophy to parents and carers and provide support and ideas about how you can help your child to read at home.