

Through our reading curriculum, children will

- Develop their phonic knowledge so they can accurately decode words (focused on within EYFS and KS1, continued through intervention)
- Develop fluency in reading and be able to read with tone and expression
- Develop a love of reading and individual preferences for books and authors
- Be able to talk confidently about books and their opinion on what they have read
- Develop and extend their vocabulary
- Develop a deep understanding of what they have read
- Develop their understanding of the world through experiencing a wide range of different genres and authors

What should we be reading?

Children should...

- \Diamond Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or text books.
- \Diamond Read books that are **structured in different ways** and read for a range of purposes.
- \Diamond Increase their familiarity with a range of books, including fairy stories, myths, legends and retelling some of these orally.
- \Diamond Recognising some different forms of poetry e.g. free verse, narrative poetry.

Learning to talk about books Children will learn to develop a love for reading through learning to

- Recommend books that they have read to their peers, giving reasons for their choices
- themselves, taking turns and listening to what others say.
- Explain their point of view and use text based examples to back up their opinions.
- authors and giving reasons for their opinions.
- Ask questions about a text to aid their understanding.

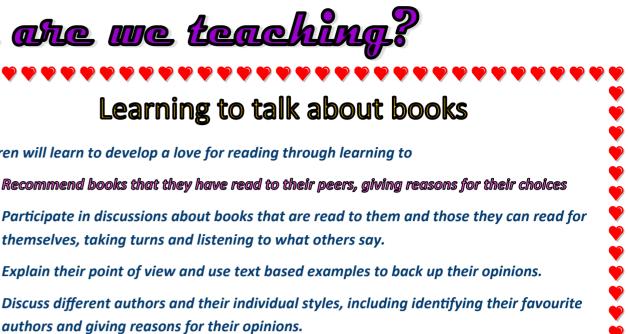
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**** Performing (

- several skills: language, infe
- Children could analyse a po
- then perform it.)
- Preparing poems and pla
- and to perform, showing
- intonation, tone, volume
- Retelling stories orally.
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Reading Skills

WORD	BIG 3:	BIG 3:	BIG 3:	MINI 4:	MINI 4:	MINI 4:	MINI 4:
READING	Retrieval	Inference	Language	Summarising	Predicting	Comparing	Whole text
Read further exception words, noting unusual correspondences between spelling and sound when these occur in the word.	purposes. Find information in non-fiction	use evidence from the text to prove them.		Start to understand simple themes and storylines in texts.	using facts and clues from the text.	Make and explain the links between this text, what I already know and things that have happened to me before.	Start to understand simple themes and storylines in texts. Explain why text types are organised in a particular way. Identify some organisational features of texts.



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- Develop their phonic knowledge so they can accurately decode words (focused on within EYFS Α. and KS1, continued through intervention in KS2 if required)
- В. Develop fluency in reading and be able to read with tone and expression
- Develop a love of reading and individual preferences for books and authors С.
- Be able to talk confidently about books and their opinion on what they have read D.
- Develop and extend their vocabulary Ε.
- F. Develop a deep understanding of what they have read
- G. Develop their understanding of the world through experiencing a wide range of different genres and authors

children will have access to a curriculum that covers these aspects.

E.a. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, class novels and book club texts

Focus—C, D, E, G

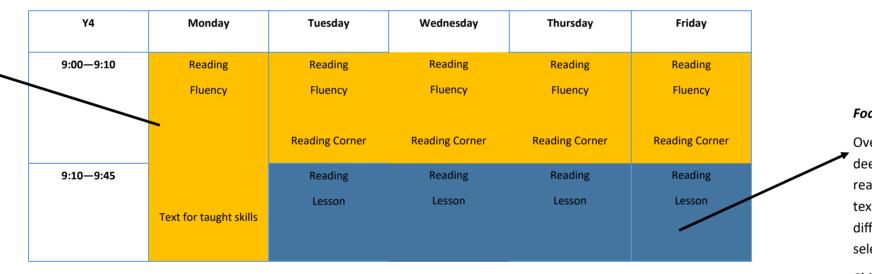
Each class from Year 2-6 works on a class novel through the term. This forms the basis of their reading and writing work although classes are free to move away from the class novel to ensure that varied genres are covered, as well as to go with the interests of the children.

Reading Fluency

Sample Timetable

Focus—B & E

At the beginning of the week, staff will model reading with expression and will discuss new vocabulary. In this session, pupils will echo the teachers' reading and will work hard to read new vocabulary fluently. This will involve determining the meaning of new vocabulary through the context and developing reading strategies to support their understanding. Pupils will practise reading around, making links to prior experience and will develop their understanding of root words, prefixes and suffixes.



text.

Reading for Enjoyment

Focus—B-G

At the end of the day teachers' share a book with the class. They will read a book together over a half term and books will be selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. These sessions are an opportunity for staff to model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.

Reading Lessons

Focus—B-G

Over a one or two week period children will work on deepening their understanding of a particular aspect of reading: inference, retrieval, language, comparing, whole text, predicting or summarising. Work and texts are differentiated according to children's ability and skills are selected based on ongoing assessment.

Children will finish each block with a chance to revisit and apply their understanding of all skills through mixed comprehension questions based on a previously unseen