

Reading Curriculum Plan

A reader from Eden Park Primary and Nursery School will be able to:

- Read at an age expected standard.
- Apply their phonics knowledge when reading as well as other strategies to identify unknown words. For example, reading around the word for meaning, breaking it up into parts etc.
- Develop reading for pleasure that lasts a lifetime.
- Experience a wide breath of books, including a range of genres and themes.
- Understand a variety of text types including fiction, non-fiction and poetry.
- Have a good understanding for a wide range of vocabulary.
- Retrieve information from the text through skimming and scanning.
- Read between the lines to make accurate inferences.

Reading for pleasure

Intent



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 individual enjoy

Engaging in book discussion in a range of contexts, alongside both adults and peers

Sharing and recommending a range of books

Implementation

All reading contexts below contribute to developing reading for pleasure.

Almost all books within our school have been carefully selected to ensure children are exposed to a range of high-quality texts that match their age and interests; we encourage children to browse literature and build preferences.

Our book corners in the classroom and around the school have been purposely designed to promote a love of reading and offer children an inviting space to pick up a book and read. Books in these areas are selected from a range of reading spines which has allowed us to ensure books are both inspirational and age-appropriate.

Our school library is open daily and offers children and their families to choose and share books together. Our librarian has a wealth of knowledge and will assist the children with their book selections, ensuring that they match their Accelerated Reader ranges as well as their general interests. She is also able to recommend books to the children based on interests.

We offer incentives throughout the year for children to read at home and developing reading for pleasure. Our 'Book Quests' start in Nursery and continue through to Year 6. Children are awarded stickers every time they read at home and after reading a set number of books, they are awarded a prize. On completion of the quest (read 100 books at home) children are presented with a book of their choice which they are able to keep. We also offer termly reading challenges where children are encouraged to read over the holiday periods. Certificates and prizes are given and children are celebrated in our weekly award assembly.

At Eden Park we provide opportunities to enrich children's reading experience through half termly themes: Drop Everything and Read (DEAR), Book Buddies, Children's choice, World Book Day, Brixham Library and Poetry performance. See 'Reading curriculum offer' for further information.

Curriculum Provision:

	FS	Y1	Y2	Y3/4	Y5/6
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Reading aloud to children

Intent



Building a bank of story and rhyme knowledge

Exposing children to texts beyond what they can read themselves

Developing an enjoyment for reading

Repetitive stories that children can become familiar with and join in with. This makes the experience of reading become interactive and allows early readers to build confidence.

Stories that promote discussion and allow children to wonder.

In Year 1, these books offer the exploration of emotions and wonder and are mainly rooted in the everyday crises of life.

Widening knowledge of texts and authors, including non-fiction and poetry

Sustaining stamina in listening and reading texts. The transition between picture books to chapter books.

Making connections within a book

Developing an enjoyment for reading

Introducing children to a wider range of authors and contexts e.g., historical and cultural

Building a bank of great storylines and vocabulary.

Widening children's knowledge and exposer to a range of different genres e.g., fantasy.

Developing an enjoyment for reading

Exposing children to challenging and archaic texts, e.g., language, themes etc.

Developing a bank of great storylines, vocabulary, pace and emotive themes.


Developing an enjoyment for reading


<p>Implementation</p>	<p>Children are exposed to quality books from for a minimum of ten minutes, 3 times a week. Book will be shared and read daily to children in Nursery, Foundation and KS1.</p> <p>At Eden Park, we chose Pie Corbett’s Reading Spine as a basis for our read aloud texts. This has ensured that our texts are age appropriate and children are exposed to a collection of 80 ‘essential reads’ from our reading aloud story time alone.</p> <p>Reading aloud to children allows us to widen knowledge of texts and authors, build stamina for listening and explore challenging vocabulary and themes. ‘Story time’ in class is a wonderful chance for the teacher to unlock children’s imaginations and demonstrate all the reading skills that we work so hard to teach throughout the week.</p>				
<p>Core texts</p>	<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Where’s Spot? • Dear Zoo • You Choose • We’re Going on a Bear Hunt • Brown Bear, Brown Bear, what do you see? • Jasper’s Beanstalk • The Very Hungry Caterpillar • Hairy Maclary from Donaldson’s Dairy • Each Peach Pear Plum • Hug • The Train Ride • Come on, Daisy! <p><u>Reception</u></p> <ul style="list-style-type: none"> • Owl Babies • The Gruffalo • Handa’s Surprise • Mr Gumpy’s Outing • Rosie’s Walk 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Peace at Last • Can’t you sleep little bear? • Where the Wild Things are • The Elephant and the Bad Baby • Avocado Baby • The Tiger who came to tea • Lost and Found • Knuffle Bunny • Beegu • Dogger • Cops and Robbers • Elmer 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Traction Man is Here • Meerkat Mail • Amazing Grace • Pumpkin Soup • Who’s afraid of the Big Bad Book? • Dr Xargle’s Book of Earthlets • Not now Bernard • Tuesday • The Flower • Gorilla • Emily Brown and The Thing • Frog and Toad Together • The Owl who was afraid of the dark • The Giraffe, the Pelly and Me • Fantastic Mr Fox • The Hodgeheg • Flat Stanley • Willa and old Miss Annie 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • The Iron Man • Cat Tales: Ice Cat • The Sheep-pig • The Abominables • The Lion, the Witch and the Wardrobe • The battle of Bubble and Squeak • Hansel and Gretel <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Bill’s New Frock • Charlotte’s Web • Why the Whales Came • The Firework-Maker’s Daughter • The Snow Walker’s Son • Perry Angel’s Suitcase • Voices in the Park 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • The Wolves of Willoughby Chase • Varjak Paw • Wolf Brother • Street Child • The Midnight Fox • Tom’s Midnight Garden • FArTHER <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Holes • Clockwork • The Hobbit • Skellig • Fireweed • River Boy • The Arrival

	<ul style="list-style-type: none"> • Six Dinner Sid • Mrs Armitage • Whatever Next • On the way home • Farmer Duck • Goodnight Moon • Shhh! 				
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Core poetry texts	<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Shark in the park! • The Puffin baby and Toddler Treasury • Dinosaur Roar! • The Oxford Treasury of Nursery Rhymes <p><u>Reception</u></p> <ul style="list-style-type: none"> • A treasury of songs • This little puffin • Sharing a shell • My many coloured days by Dr.Seuss 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • The puffin book of fantastic first poems • When we were very young • Here's a little poem • Hey Little bug! 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Crazy mayonnaisy mum • The works Key Stage 1 • A first poetry book • Heard it in the playground 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Paint me a poem • The world's greatest space cadet • The puffin book of utterly brilliant poetry • Quick let's get out of here <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Deep in the green wood • Hello H2O • Hot like fire and other poems • Sensational! Poems inspired by the five senses. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • The works 4 • Lost magic. The very best of Brian Moses • Juggling with gerbils • The magic box <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Ted Hughes collected poems for children • The works Key Stage 2 • Charles Causley: Collected poems for children • Carol Ann Duffy: New and collected poems for children
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Independent reading and home/school reading

<p>Intent</p> 	<p>Independently reading phonically decodable books matched to their phonic knowledge and skills.</p>	<p>Reading age-appropriate books alongside phonically decodable books if needed.</p> <p>Increasing stamina</p>	<p>Choosing appropriate texts</p> <p>Reading for sustained periods of time</p> <p>Increasing the length and complexity of texts being read</p> <p>Read short novels independently with</p>	<p>Reading age-appropriate books, within their Accelerated Reader range including whole novels.</p> <p>Widening the range and challenge of books they read, including texts from a wider literary heritage.</p>
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			understanding (by end of Y4)	
Implementation	<p>Decodable books selected based on Read Write Inc groupings. Children to take home a black and white version of their group RWInc book to share with their family and build confidence. A RWInc book bag book, which links to their RWInc book, allows the children to use their phonic skills to decode a new story.</p> <p>RWInc books and book bag books are selected by the adult in class</p> <p>RWInc books and book bag books are changed every 3-5 days depending on the RWInc programme and group.</p> <p>Opportunity to take home a book to share for pleasure in addition to decodable text is encouraged.</p> <p>Children who read daily at home, also have the opportunity to choose more decodable books linked to their RWInc colour group from our KS1 library.</p>	<p>Books selected based on AR range</p> <p>Teachers monitor through AR reports and quizzes.</p> <p>Opportunity to take home a book in addition to AR book.</p>		
RWInc and Whole Class Reading				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
				
Implementation	<p>Daily Read Write Inc sessions which start in our Nurseries.</p> <p>1:1 RWInc intervention</p> <p>Additional guided reading to ensure independent application and to develop comprehension skills start</p>	<p>Daily 45-minute whole class reading sessions.</p> <p>Reading Structure:</p> <ul style="list-style-type: none"> Monday: Fluency and immersion. Lesson to focus on echo reading and first impressions. Tuesday: Vocabulary. This lesson will focus on a few chosen vocabulary from the text, discussing meaning, synonyms, etymology and morphology. 		

	<p>in Spring 1, one session a week.</p>	<ul style="list-style-type: none"> • Wednesday and Thursday: Development and understanding of one reading skill/objective each week. Children to answer a range of different SATs style questions, focusing on a particular skill that has been taught that week, ensuring that the children are experiencing a range of question styles and visual representations. • Friday: SATS style questions to build comprehension skills and stamina. <p>Each half term, the children will experience a block of work around a novel (details of books below) plus a 1-2 week block on poetry or non-fiction.</p> <p>An increasing expectation of written recording of understanding through KS2</p>		
<p>Core texts</p>	<p>RWinc books range from blending books to grey books.</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Clever Polly • Sophie’s Snail • We build our home • Amazing Grace • Paddington Original Story • Dogger 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Claude at the Circus • The Diary of a Killer Cat • Fantastic Mr Fox • The Owl who was Afraid of the Dark • Marge in Charge • Gregory Cool <p><u>Graduate Group</u></p> <ul style="list-style-type: none"> • Hotel Flamingo • Oliver and the Seawigs • The Big Book of the Blue • A planet full of plastic • Flat Stanley 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • The Boy who Grew Dragons • The Sheep-pig • Gangsta Granny • The Abonimables • Stig of the Dump • The Iron Man <p><u>Year 4</u></p> <ul style="list-style-type: none"> • The Legend of Podkin One-Ear • The Great Chocoplot • The Wind in the Willows • Stuart Little • The Demon Headmaster • Race to the Frozen North 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Beetle Boy • The Goldfish Boy • How does a Lighthouse work? • Who let the God’s out? • The Wolves of Willoughby Chase • Kid Normal <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Journey to Jo’burg • Clockwork • Malala: My story of standing up for girl’s rights • When Hitler stole pink rabbit • The boy who flew • Tom’s Midnight Garden
<p>Shared reading as part of teaching sequence (Texts that Teach)</p>				

<p>Intent</p> 	<p>Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently.</p> <p>Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning.</p> <p>Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum. Often our writing texts link to other areas of the curriculum.</p>			
<p>Implementation</p>	<p>First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning)</p>			
<p>Core texts</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Oi Frog! (Fiction/Poetry) • Weather (Non-fiction) • The three little pigs (Fiction) • What I like! (Poetry) • The naughty bus (Fiction) • Zim Zam Zoom (Poetry) • Boa's bad birthday (Fiction) • Knights (Non-fiction) • Daisy Doodles (Fiction) • Hidden World Ocean (Non-fiction) • Could a penguin ride a bike? (Non-fiction) • Don't spill the milk! (Fiction) 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Little red riding hood (Fiction) • How to was a woolly mammoth (Non-fiction) • The High Street (Fiction) • Tell me a dragon (Poetry) • Fatou, fetch the water (Fiction) • This is how we do it (Non-fiction) • Creature features (Non-fiction) • Traction man is here (Fiction) • Amelia Earhart (Non-fiction) • The day Louis got eaten (Fiction) • Penguins (Non-fiction) • Ellsworth's extraordinary electric ears (Poetry) 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • The Beasties (Fiction) • Penguins (Non-fiction) • Grendal, a cautionary tale about chocolate (Fiction) • How Santa really works (Non-fiction) • Rainforest Rough Guide (Non-fiction) • Beachcomber (Poetry) • Meerkat Mail (Fiction) • Ask Dr. Fisher about animals (Non-fiction) • Paddington goes to town (Fiction) • Great women who changed the World (Non-fiction) • A walk in London (Non-fiction) • Beyond the stars (Fiction) <p><u>Year 4</u></p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • The Tear Thief (Fiction) • The Sea (Poetry) • Jungle Survival (Non-fiction) • A thief in the village (Fiction) • Inside a Villain (Fiction) • Dragonology (Non-fiction) • Shackleton's Journey (Non-fiction) • Is this a poem? (Poetry) • Where my wellies take me (Non-fiction) • Varjak Paw (Fiction) • Are Humans damaging the atmosphere? (Non-fiction) <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Incredible Edibles

			<ul style="list-style-type: none"> • Book of Hopes (Fiction) • Wheels (Non-fiction) • The most wonderful thing in the world (Fiction) • Until I met Dudley (Non-fiction) • Paper bag prince (Fiction) • Persuasive letter (Non-fiction) • The works (Poetry) • Intriguing animals (Non-fiction) • Voices in the park (Fiction) • Meet the Artist! (Fiction) • Bill's new frock (Fiction) • Paint me a poem (Poetry) 	<ul style="list-style-type: none"> • (Non-fiction) • Extreme Animals (Non-fiction) • Charles Dickens (Non-fiction) • The lost words (Poetry) • A word in your ear (Fiction) • Women in Science (Non-fiction) • Ripley's Believe it or not! (Non-fiction) • Anatomy (Non-fiction) • My secret war diary (Non-fiction) • Chitty chitty bang bang (Fiction) • A straw in gold (Narrative) • I am cat (Poetry)
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Assessment

Assessment Evidence in order to assess impact (Examples only)	<p>EYFSP</p> <p>Phonic Screening Check</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Independent and home reading records</p> <p>Running records to assess fluency and accuracy</p> <p>Phonic assessments completed half termly</p> <p>Year 1 termly PIRA tests</p>	<p>SATs</p> <p>Phonics Screening Check for those children who need to retake the test</p> <p>Phonic assessments completed half termly as well as speed reads for children in blue group and above.</p> <p>Termly PIRA tests</p> <p>AR assessments for those children who have graduated off the RWInc program</p>	<p>AR assessments</p> <p>Observations of reading behaviour & talking to pupils</p> <p>Reading Journals</p> <p>Written responses to reading activities and work marked using the TAME code</p> <p>Running records to assess fluency and accuracy</p> <p>Speed reading and common exception words assessment</p>	<p>SATs</p> <p>AR assessments</p> <p>Observations of reading behaviour & talking to pupils</p> <p>Reading Journals</p> <p>Written responses to reading activities and work marked using the TAME code</p> <p>Running records to assess fluency and accuracy</p> <p>Speed reading and common</p>
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		<p>Observations of reading behaviour & talking to pupils</p> <p>Independent and home reading records</p> <p>Reading journals</p> <p>Running records to assess fluency and accuracy</p> <p>Speed reading and common exception words assessment</p>		<p>exception words assessment</p>
<p>Assessment Expectations (what assessment criteria are used? When? Moderation?)</p>	<p>In house reading moderation, looking at all the assessment information for one child</p> <p>Half termly RWInc assessments</p>	<p>SATS</p> <p>Year 2 external reading moderation</p> <p>In house reading moderation, looking at all the assessment information for one child</p> <p>Fluency rubric, speed reading and common exception words assessment once a term.</p> <p>Informative assessment after each taught objective. Each objective is broken down into almost, met and exceeding.</p> <p>Termly PIRA tests</p> <p>Termly STAR reader tests</p>	<p>In house reading moderation, looking at all the assessment information for one child</p> <p>Fluency rubric, speed reading and common exception words assessment once a term.</p> <p>Informative assessment after each taught objective. Each objective is broken down into almost, met and exceeding.</p> <p>Termly PIRA tests</p> <p>Termly STAR reader tests</p>	<p>SATS</p> <p>In house reading moderation, looking at all the assessment information for one child</p> <p>Fluency rubric, speed reading and common exception words assessment once a term.</p> <p>Informative assessment after each taught objective. Each objective is broken down into almost, met and exceeding.</p> <p>Termly PIRA tests</p> <p>Termly STAR reader tests</p>