



Reading Curriculum Plan

'A reader from Bickleigh Down C of E Primary School will:

- Be able to read fiction and non-fiction texts fluently both for pleasure and as a means to access the wider curriculum.
- In EYFS, readers will segment sounds and blend them together. They will use their phonic knowledge to decode regular words and be able to read them aloud.
- In EYFS, readers will begin a love of books. They will start to read independently and enjoy an increasing range of texts which they can talk about to others.
- By the end of EYFS, children's reading and phonics knowledge will enable them to access the wider KS1 curriculum.
- In KS1, readers will learn to apply the skill of blending sounds to any unfamiliar words. They will further develop their love of reading and gain a deeper understanding of the texts that they read. They will become confident, independent readers who are able to select and access appropriate books and texts from a range of sources.
- By the end of KS1, readers will have the reading fluency and understanding to enable them to access the wider KS2 curriculum.
- Throughout KS2, this fluency and understanding will continue to progress so that readers can access and understand texts in a wide range of subjects and styles.
- By the end of KS2, readers will have the reading and comprehension skills to enable them to confidently move to KS3 and access all necessary resources.



Learning to read:					
	FS	Y1	Y2	Y3/4	Y5/6
Intent	<p>All children at Bickleigh Down CE (Aided) Primary School will learn to read with accuracy and fluency, regardless of their background, needs or abilities.</p> <p>All pupils will successfully pass the phonics screening check, ensuring that all children have learnt phonic decoding to the expected standard.</p>			<p>Children will read with confidence, accuracy and fluency. They will enjoy reading for pleasure and can read in order to gain knowledge for other curriculum subjects.</p>	
Implementation	<p>Daily RWI in Reception, Year 1 and Year 2.</p> <p>1 to 1 intervention targeting unique gaps in the lowest, slowest progress children</p> <p>Coaching for all reading tutors, delivered half-termly, by the reading leader.</p> <p>Development days with RWI consultant - half termly.</p> <p>Half termly assessments to assess children's phonics and reading ability.</p> <p>Year 1 PSC assessments (Nov, Feb, May)</p> <p>Story time (daily) to embed pleasure for reading and a love of books across the whole school.</p>			<p>1 to 1 intervention targeting unique gaps in the lowest, slowest progress children</p>	<p>1 to 1 intervention targeting unique gaps in the lowest, slowest progress children</p> <p>Fresh Start Phonics fast track tutoring programme to accelerate reading progress</p>
				<p>Class reader (daily) to embed pleasure for reading and a love of books across the whole school. Books are progressive across the school, challenging and promote discussion.</p>	
Phonics Stages	<p>RWI taught daily, in groups, across all KS1 year groups</p>				
	<p>Learn and recognise the set 1 Speed Sounds - starting with single letters and progressing to two letter 'special friends'</p>	<p>Learning to blend with the set 1 speed Sounds.</p>	<p>Learning the Set 2 Speed Sounds.</p>	<p>Learning the set 3 speed sounds and increasing reading fluency.</p>	<ul style="list-style-type: none"> Children receive daily Guided Reading instruction in whole class or small group settings as appropriate. Strategy checks and reading prosody are included within guided reading sessions, alongside comprehension strategies to ensure that children understand the books they read.



Matched reading texts	Speed sounds set 1 Ditties, Green and Purple books	Speed sounds sets 1 and 2 Pink and orange books	Revision of speed sounds set 2, pink, orange and yellow books	Speed sounds set 3, blue books	Revision of speed sounds set 3, grey books	Library books are selected according to each child's ZPD level and their progress through the book quizzes.	
Speed sounds Set 1 and 2: Simple Speed Sounds chart one sound - one grapheme. Set 3: Speed Sounds Set 3: one sound, many graphemes	Set 1: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, s, r, j, v, y, w, t, h, z, c, h, q, x, n, g, i, n, k	Set 1 + Set 2: ay, ee, igh, ou, oo, oo, ar, or, air, ir, ou, oy	Set 2: ay, ee, igh, ou, oo, oo, ar, or, air, ir, ou, oy	Set 3: a-e, ea, i-e, o-e, u-e, aw, are, ur, er, ou, ai, oa, ew, ire, ear, ure, tious, tion	Set 3: a-e, ea, i-e, o-e, u-e, aw, are, ur, er, ou, ai, oa, ew, ire, ear, ure, tious, tion		
Impact	<ul style="list-style-type: none"> All pupils, including the weakest readers, make sufficient progress to meet or exceed ARE. Improved quality of the teaching of Phonics and reading by all adults (evidence through coaching, LWs, observations, development days and assessments/data) Increase in the % of children who achieve 'expected' in the Reading and Writing ELGs at the end of the Reception year. Increase in the % of children who pass the Year 1 Phonics Screening Check. Decrease in the % of the Year 2 children who have to re-take the Year 1 Phonics Screening Check. Increase in the % of children achieving ARE in Reading and Writing at the end of Key Stage 1. 					<ul style="list-style-type: none"> All pupils, including the weakest readers, make sufficient progress to meet or exceed ARE. Increase in the % of children reading and writing at the expected standard at the end of Key Stage 2. 	
Reading for pleasure							
Intent	<p>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</p> <p>To build preferences in reading and to choose to read</p> <p>To recognise authors and styles of reading that individuals enjoy</p>						



	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				
Curriculum Provisions:					
	FS	Y1	Y2	Y3/4	Y5/6
Reading aloud to children					
Intent	<p>Building a bank of story and rhyme knowledge</p> <p>Exposing children to texts beyond what they can read themselves</p> <p>Developing an enjoyment for reading</p>	<p>Widening knowledge of texts and authors, including non-fiction and poetry</p> <p>Sustaining stamina in listening and reading texts</p> <p>Making connections within a book</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p>	<p>Exposing children to challenging and archaic texts, e.g., language, themes, cultural</p>	
Implementation	<p>Daily exposure to quality books for a minimum of twenty minutes</p> <p>Development of a reading spine</p>				
Core texts	Class readers are allocated to each year group from the Babcock Library service 'Framework for Reading Aloud'.				



Independent reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills	Reading age-appropriate books Increasing stamina	Choosing appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read short novels independently with understanding (by end of Y4)	Reading age appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage
Implementation	Decodable books selected based on RWI assessment Books selected by adult in class Books changed once a week Opportunity to take home a book to share for pleasure in addition to decodable text	Children move to library books, using AR assessment when ready. All children to be using the AR system by the start of Year Three. Books selected based on AR range Teachers monitor through AR reports		
Guided reading/reading instruction				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
Implementation	Daily RWI sessions Additional guided reading to ensure independent application and to develop comprehension skills	Daily 20 - 30 minute guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability. Use of high quality texts through Re-Think Reading scheme As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher) An increasing expectation of written recording of understanding through KS2		
Core texts	RWI phonics books and Book-Bag books linked to	Variety of texts through Re-Think Reading guided reading planning.		



	current phonics sounds being learnt.				
Shared reading as part of teaching sequence					
Intent	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				
Implementation	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)				
Core texts	See writing progression grids for a list of texts used.				
Core reading texts to support reading to learn across the curriculum					
Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.	
Implementation	.Shared reading in class across all curriculum areas.	Children are given texts to use which link with the curriculum learning. With support, children become able to recognise useful texts and where to find appropriate material for their own research and learning - doing this independently and confidently by the end of KS2.			
Assessment					
Assessment Evidence in order to assess impact	EYFSP Phonic Screening Check	SATs Phonics assessments - RWI	Observations of reading behaviour & talking to pupils	SATs Observations of reading	



<p>(Examples only)</p>	<p>Observations of reading behaviour and talking to pupils Independent and home reading records Running records to assess fluency and accuracy Phonic assessments - RWI half termly STAR Reading Tests (Y1 onwards)</p>		<p>half termly Phonics Screening Check Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Running records to assess fluency and accuracy STAR Reading Tests (half termly)</p>	<p>Independent and home reading records Guided reading records Verbal and written book reviews & recommendations Written responses to reading activities STAR Reading Tests (half termly) Phonics assessments - RWI half termly with identified children.</p>	<p>behaviour & talking to pupils Independent and home reading records Guided reading records Verbal and written book reviews & recommendations Written responses to reading activities STAR Reading Tests (half termly)</p>
<p>Assessment Expectations Reading</p>	<p>By the end of FS Decoding Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes Read common exception words accurately. Reading for Pleasure Participate actively in listening and sharing a wide range of books.</p>	<p>By the end of Y1 Decoding Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately Recognise when a word does not make sense Read common exception words accurately. Reading for Pleasure Participate actively in listening and sharing a wide range of books. Choose to read.</p>	<p>By the end of Y2 Decoding Read age-appropriate books: - sounding out unfamiliar words - beginning to self-correct Read accurately, automatically and without undue hesitation including: <ul style="list-style-type: none"> Words of 2 or more syllables Words containing common suffixes Most common exception words Read most words quickly and accurately without blending out loud, eg over 90 words per minute Begin to read silently with understanding. By year end AR level 1.9+</p>	<p>By the end of Y3/4 Decoding Decode most new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words. Self-correct consistently Read simple chapter books independently and silently. By year end Reading Age: 8+ Year 4 AR level 3.9+ Reading Age:</p>	<p>By the end of Y5/6 Decoding Read age-appropriate books with confidence and fluency, including whole novels Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience. Year 5 AR 4.9+ RA 10+</p>



			<p>Book bands: gold+</p> <p>Reading age 7.0 +</p> <p>Reading for Pleasure Read independently, demonstrating increasing stamina.</p> <p>Show developing preferences through book choice. Read for a range of purposes independently.</p> <p>Choose appropriate texts with support. Demonstrate engagement with reading:</p> <ul style="list-style-type: none"> - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form 	<p>9+ Year 3</p> <p>AR level 2.9+</p> <p>Reading for Pleasure Read for a range of purposes independently.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading:</p> <ul style="list-style-type: none"> - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form 	<p>Year 6</p> <p>AR 5.9+</p> <p>RA 11+</p> <p>Reading for Pleasure Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> • reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support. <p>Respond to reading in a written form, beginning to develop a critical stance.</p>
<p>Assessment Expectations</p> <p>Comprehension</p>	<p>Infer - In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.</p>	<p>Infer - Make inferences from texts that they read themselves, on the basis of</p> <ul style="list-style-type: none"> - what's being said and done 	<p>Infer - Make inferences from texts that they read themselves, on the basis of</p> <ul style="list-style-type: none"> - what's being said and done - cause and effect 	<p>Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.</p>	<p>Inference, Prediction, Clarifying, Questioning, Summarising</p> <p>Infer - Make inferences drawn from across and between texts and justify with evidence.</p>



<p>Predict - With support can link own experiences to what they read. Make predictions about reading:</p> <ul style="list-style-type: none"> - from a title and front cover of a book. - on the basis of what has been read so far <p>Clarify - Discuss word meanings, making links to known vocabulary.</p> <p>Question - Raise simple questions about texts they read and that are read to them. Answer simple, information retrieval questions about texts.</p> <p>Language for Effect Recognise and join in with predictable phrases.</p> <p>Themes and Convention Retell familiar stories and rhymes and talk about their key features.</p>	<p>- cause and effect drawing on what they already know or on background information or vocabulary (provided by the teacher).</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Clarify - Discuss and clarify the meaning of words to understand texts further.</p> <p>In familiar books, check that it makes sense.</p> <p>Question - Ask and answer questions about texts.</p> <p>Summarise - Identify and explain the sequence of events in texts.</p> <p>Language for Effect Identify simple literary language in stories and poetry.</p> <p>Discuss favourite words and phrases and their impact on the meaning. Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary</p> <p>Themes and Convention</p>	<p>drawing on what they already know or on background information or vocabulary (provided by the teacher).</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Clarify - Discuss and clarify the meaning of words to understand texts further.</p> <p>In familiar books, check that it makes sense.</p> <p>Question - Ask and answer questions about texts.</p> <p>Summarise - Identify and explain the sequence of events in texts.</p> <p>Language for Effect Identify simple literary language in stories and poetry.</p> <p>Discuss favourite words and phrases and their impact on the meaning.</p> <p>Themes and Convention Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary With support, justify personal response to texts.</p>	<p>Predict - what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> - content - simple themes/ text types - Justify predictions with evidence <p>Clarify - use dictionaries to check the meanings of words they have read.</p> <p>Question - ask and answer questions to improve understanding of a text.</p> <p>Summarise - identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction</p> <p>Language for Effect Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.</p> <p>Discuss words and phrases that engage the reader.</p> <p>Give extended explanations of the impact of language choices on meaning.</p>	<p>Use PEE (Point, Evidence, and Explanation) to support inferences.</p> <p>Predict - Predict what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> - themes - conventions - knowledge about the author - genres <p>Clarify - Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion. Clarify concepts and ideas at sentence, paragraph and whole text level.</p> <p>Question - Ask and answer questions to improve understanding of themes and authorial intent.</p> <p>Summarise - Identify and summarise main ideas from across a text. Identify key details that support main ideas using quotation for illustration Retrieve, record and present key information from non-fiction.</p> <p>Language for Effect Discuss how the structural and presentational choices impact on meaning, theme and purpose. Discuss and evaluate texts, commenting on writers' use of words,</p>	
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With support, justify personal response to texts.

Themes and Convention Begin to make connections between texts.

Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.

Begin to identify conventions of different types of writing.

Comment on the use of conventions in different types of writing.

phrases and language features including figurative language.

Themes and Convention

Identify the themes and conventions of a range of texts.

Discuss/comment on themes and conventions in different genres and forms.

Make comparisons and contrasts within and across texts.

Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.

Provide reasoned justifications for opinions about a book.