



Ashdene Primary School – Reading Curriculum

<p>Purpose of Study</p>	<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised</p>
<p>Aims</p>	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Read easily, fluently and with good understanding • Develop the habit of reading widely and often, for both pleasure and information • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
<p>Curriculum design</p>	<p>Reading is prioritised at Ashdene; it is an integral part of the curriculum and the school day. All children have daily opportunities to practise reading, hear books and poems read aloud, enjoy books independently, discuss books, stories and poetry and develop their knowledge both of literature and the world around them, through books. Word recognition is taught explicitly through a systemic phonics programme. Children in Reception and Year 1 repeatedly rehearse their substantive phonics knowledge and apply this to practise reading phonically-decodable books within guided reading sessions.</p> <p>Bridging the gap between phonetic awareness and text comprehension, the Ashdene Reading Curriculum explicitly sets out the substantive fluency knowledge children will learn in each year group: how to read print on a page. This is broken down into the elements of expression, pitch, juncture, volume, pace, stress and smoothness. With this knowledge, children develop their reading fluency through repeated explicit practice of short extracts of text. The interplay between the substantive knowledge and discipline of reading deepens comprehension of individual texts, by enabling children to understand and convey the intended meaning of the author. Subsequently, children at Ashdene do not only learn to read, but read to learn, attending to the knowledge and ideas within a text.</p> <p>Furthermore, extracts studied during guided reading lessons have been carefully selected to develop knowledge schemas, with links within and across year groups, deepening children’s understanding of their learning. The texts include links to wider curriculum learning, existing knowledge, repeated themes, classic literature and texts which originate from other countries, cultures or shine a light on current world issues. Guided reading texts cover narrative, non-narrative and a range of alternative text types, including webpages, to ensure children are exposed to and can develop their reading skills across a wide range of formats reflective of the modern world. Our aim is that children can both read and understand texts presented in different ways and for differing purposes; consequently, children are able to access the rich literary world, guided and independently, to further their interests, expand their knowledge and deepen their understanding of both the real and fictional universes.</p>



To achieve this, and ensure the reading curriculum is sequential and progressive, a diverse range of authors have been utilised; the depth of ideas and language within texts allows for rich discussion within the classroom. These texts develop in complexity within each year group and ensure a clear progression in reading within a year and across the school. Consideration has been given to how length, language, literary features, format/layout, grammar and content contribute to the complexity of a text and thus, reading is developed sequentially across Ashdene.

Early Years and Year 1

Phonics:

- Phonics is taught whole-class to all children, daily
- Children who are working below the current attainment expectation, repeat the daily teaching of phonics in the afternoon, to aid their recall
- Phonetic phases are broken down into a weekly programme, so that by the end of Term 1 in Year 1, all sounds are covered.
- Progress towards attaining the Year 1 phonics standard is tracked and monitored half termly.
- Continuous provision in Early Years and Year 1 classrooms links to the sounds that they have recently learnt during phonics lessons and acts as an additional opportunity for children to explore and recall their learning.
- Each class revisits their daily phonics learning through a revisit later in the day, and practices their phonics through reading phonically decodable books within guided reading lessons.

Reading:

- The teacher reads to the children for 20 minutes daily, in shared reading time. A range of books are shared, many linking with topics the children are currently learning, and include both fiction and non-fiction. During this time, the teacher makes the most of opportunities to explicitly teach reading fluency. E.g. expression of characters, intonation and use of punctuation.



- The teacher repeatedly reads the same book in story time to the class, so they get to know it inside-out, which in turn facilitates fluency in the children's reading. In EYFS and Year 1, this equates to two books per week. In some half terms, children are read a novel which continues throughout the half term.
- In **Early Years and Year 1**, the children receive daily guided reading group sessions, which are focused on applying their phonics knowledge to read whole sentences and whole decodable texts to develop their fluency. Children are also taught fluency knowledge, such as pauses and breaths for punctuation.

Home/independent reading:

- Books which are sent home with children to read are phonically decodable so children are able to apply their existing phonics knowledge to decode the words in their book.
- A second book is sent home with each child to promote an enjoyment of reading. This is chosen by the children and read with support from family members.
- The books the teacher reads to the class are available in the provision to enable children to develop their fluency.
- Every child receives reading practice to facilitate them in becoming fluent readers

Year 2

Phonics:

- Phonics is taught whole-class to all children, daily, until the completion of the phonics programme.
- Each class revisits their daily phonics learning through a revisit later in the day

Reading:



- Guided reading is taught daily with the whole class for 30 minutes
- The teacher reads to the children for 20 minutes daily, in shared reading time. A range of books are shared, many linking with topics the children are currently learning, and include both fiction and non-fiction. Some books are repeated from previous year groups and for one half term, the teacher reads a classic novel

Home/independent reading

- Children take home books to read and practise with their families. These are phonically decodable, matched to the phonics programme until its completion

Every child receives reading practice to facilitate them in becoming fluent readers

Years 3-6

Reading:

- Guided reading is taught daily with the whole class for 30 minutes
- The teacher reads to the children for 15 minutes daily, in shared reading time. During this time, the teacher reads full texts: this can be the text being studied within writing lessons or an additional novel mapped out in the reading curriculum. Each year group reads a classic text during one half term



Home/independent reading:

- Through the Accelerated Reader programme, children take the S.T.A.R. reading test at the end of each term to determine their reading age and current attainment. They use the ZPD provided from the results of this test to support them in choosing appropriate books from the library
- All children have a reading book from the library which they take home daily – this can be swapped as and when required and teachers keep track of the independent reading in their class
- All children have the opportunity for independent reading for 15 minutes each day.
- Children 'quiz' on each reading book upon completion through the Accelerated Reader programme. This is closely monitored by the class teacher to ensure frequency of reading and progress in reading skills
- Class teachers are responsible for promoting reading within their class and monitoring each child's reading progress. This includes supporting children in choosing appropriate books to read and promoting a passion for reading within their class
- Every child is encouraged to read for 20 minutes at home each day. Where this is not the case, this is raised and discussed with parents
- Reading is discussed and promoted during a weekly book club in which books are shared, discussed and recommended

Guided Reading (Y2-6)

- During guided reading, children are taught elements of fluency from the progressive curriculum, practise reading fluently, and explore questions about texts to deepen their comprehension and develop schemas. This is done through a mixture of whole-class discussion, small group or paired discussion and written tasks



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- Each text is studied for 2 weeks. Texts include whole stories, extracts from novels, non-narrative texts presented in different formats and poetry which children learn by heart
- The skills in transcribing written answers are explicitly taught and modelled by the teacher to enable all children to demonstrate their knowledge. Children have the opportunity to answer questions guided and independently
- Across a fortnight, guided reading sessions cover the following elements of comprehension
 - Prediction
 - Clarifying vocabulary
 - Retrieval
 - Inference
 - Summarising and evaluating

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Guided Reading lessons in Year 2-6 consist of the following structure:

Week 1

Reading Fluency	Retrieval/Vocabulary	Questioning, discussion and activities to develop comprehension
10 mins	5 mins	15 mins



Poetry








Children are introduced to a new poem each term. They explore this poem (in Y2-6 through guided reading) and practise performing it fluently to convey meaning. By the end of the term, children can recite and perform some, if not all, of the poem. They also listen to poems during shared reading each Friday from one of their year group's poetry books, selected to ensure a wide range of poetry is explored across the school and that the poems are progressive in their complexity.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry books	Take Off Your Brave and Caterpillar Cake	Daydreams and Jellybeans and Where My Wellies Take Me	Stars With Flaming Tails and Bright Bursts Of Colour	Poems Aloud and Little Lemur Laughing	Yapping Away and Werewolf Club Rules	Migration: On The Move and I Am The Seed That Grew The Tree	Overheard In A Tower Block and The Lost Spells
Poems learnt by heart Term 1	On The Carpet – Matt Goodfellow 	Swing – Robert Louis Stevenson 	Now we are six – A.A. Milne 	Three Limericks – Michael Rosen 	Fill the World – Joshua Seigal 	'Hope' Is The Thing With Feathers – Emily Dickinson 	Road Not Taken – Robert Frost 



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	<p>Oh Dear – Michael Rosen</p> 	<p>On the Ning Nang Nong – Spike Milligan</p> 	<p>How Doth The Little Crocodile – Lewis Carroll</p> 	<p>Lines Written By a Bear With Very Little Brain – A.A. Milne</p> 	<p>Nothing Gold Can Stay – Robert Frost</p> 	<p>In Flanders Fields – John McCrae</p> 	<p>The Poison Tree – William Blake</p> 
	<p>My Hat – Tony Mitton</p> 	<p>Over My Toes – Michael Rosen</p> 	<p>Who Has seen the Wind – Christina Rossetti</p> 	<p>The Sound Collector – Robert McGough</p> 	<p>Human Family – Maya Angelou</p> 	<p>Dis Poetry – Benjamin Zephaniah</p> 	<p>If – Rudyard Kipling</p> 



Guided Reading (Y2-6) Texts Overviews

Year 2								
Text Type	HT1	HT2		HT3	HT4		HT5	HT6
Narrative	Vlad and the Great Fire of London	BFG		Adventure Mice	Ivy Newt	Sky Pirates	Selected extracts covering a range of topics as assessment preparation	The Tale of a Humpback Whale (happy stories for nature lovers)
Non-Narrative	Fighting the flames	Inventors – Little heroes	Leaflet – change for life	Rainforests			Selected extracts covering a range of topics as assessment preparation	London
Poem	Now we are six			How Doth Thee Little crocodile				Who has seen the wind

Year 3								
Text Type	HT1	HT2		HT3	HT4		HT5	HT6
Narrative	James and the giant Peach	I sang across the sea		The Tear Thief	Nothing To See Here Hotel		Isis and Cobra	The Velveteen Rabbit
Non-Narrative	Moving Around – skeleton and muscles	Rocks	Instructions	A A Milne Biography	Steam Trains	Chester Zoo Map Blue Planet Map	Mummification	Climate Change Green House Gases
Poem	Three Limericks – Michael Rosen			Lines Written By A Bear –A.A. Milne			The Sound Collector – Robert McCough	



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Year 4										
Text Type	HT1		HT2		HT3	HT4		HT5	HT6	
Narrative	The Explorer		Wolf Brother		Podkin	A Story Like the Wind		Pandora's Box	The Secret Garden	
Non-Narrative	Black and British	'instructions' for Joshua Seigal (poet)	Water	Rainforest Trust Webpage	Inventions 'pedal power, up up away and letting off steam'	Women in Science	Interview with Max Verstappen	Cerberus and Pegasus	The Great British Seaside Holiday - Historic UK webpage	Romans
Poem	Fill the World – Joshua Seigal				Nothing Gold Can Stay – Robert Frost			Human Family - Maya Angelou		

Year 5										
Text Type	HT1		HT2		HT3	HT4		HT5	HT6	
Narrative	King Arthur – Graphic Novel		City of Ghosts		Letters from the Lighthouse	The Switching Hour		Skandar	Alice's Adventures in Wonderland	
Non-Narrative	A Galaxy of her Own – Women in Space: Katherine Johnson + modern day woman of science for comparison		Beyond Belief	Mexico travel guide - Wanderlust	50 things about the war (all 3 pages)	An interview with Damaris Young webpage	Life Cycles	Myans	Cyclones The story of planet earth	Article – first-hand account of a volcano eruption
Poem	Hope – Emily Dickinson				In Flanders' Fields – John McCrae			Dis Poetry (abridged) – Benjamin Zephaniah		



Year 6							
Text Type	HT1	HT2		HT3	HT4	HT5	HT6
Narrative	Gaslight	The Destiny of Minou Moonshine	Crossover – Rhyming narrative Overheard in a tower block – short narrative poems	Below Zero	Selected extracts covering a range of topics as assessment preparation	Selected extracts covering a range of topics as assessment preparation	Survivors – short real-life stories
Non-Narrative	Conspiracy Theories	David Attenborough	Antarctica	Biomes (nasa.gov) webpage	William Shakespeare	Selected extracts covering a range of topics as assessment preparation	
Poem	The Road Not Taken – Robert Frost	Narrative poems		A Poison Tree – William Blake			If – Rudyard Kipling



Reading Fluency Progression							
Substantive Knowledge							
	R	Y1	Y2	Y3	Y4	Y5	Y6
Summary of new learning	<ul style="list-style-type: none"> Titles – of books Full stops Words in pictures (e.g. onomatopoeias) Question marks Exclamation marks Speech – within speech bubbles and inverted commas 	<ul style="list-style-type: none"> Commas Headings Pitch for questions Expression to convey dialogue Stress for ! Holistic meaning of sentences which relate to one another 	<ul style="list-style-type: none"> Paragraphs Stress, juncture and pitch with commas in a list We must read heading, subheading and captions on pictures Changes in font/print Volume to convey emotion 	<ul style="list-style-type: none"> Understanding the purpose behind use of Italics Information can be presented differently even in fiction non-narrative writing. Colons can be used to introduce items and/or lists of items Narrative presented differently is still read like a story. 	<ul style="list-style-type: none"> Commas are used after fronted adverbials and subordinate clauses and indicate a pause Dashes Volume and juncture for brackets – non-fiction Inverted commas can also be used to quote non-fiction texts (water HT2) Distinguishing between narrator and character Stress to convey the author's message 	<ul style="list-style-type: none"> Extra pauses Italics - for the narrative of an ambiguous character and for internal thoughts Juncture for semi-colons Adding in extra juncture to further convey the author's message and/or clarity Variations in pitch and pace 	<ul style="list-style-type: none"> Understanding that narrative often includes internal thoughts and feelings of a character and our reading should reflect this We can vary our pitch, pace, volume, expression and juncture all to convey the intended meaning of the text