



Reading



INTENT

Crudgington Primary School places reading at the heart of the curriculum. We believe that reading underpins every aspect of children's learning. Therefore we strive for every child to foster a love of reading at school and at home. It is essential that children have the opportunity to read regularly as this increases their fluency and stamina, which in turn increases their love of reading. We offer a curriculum that gives children the opportunity to explore quality books that expose them to a wide range of genres and cultures. We endeavour for our children to become accurate and fluent lifelong readers and leave Crudgington Primary School with the skills they need to reach their full potential. Reading across all subjects will increase their understanding of the world and develop their ability to analyse texts. Therefore, we not only read in guided reading lessons but through the wider curriculum too.

Children will:

Read easily, fluently and with good understanding.

Develop the habit of reading widely and often for pleasure and information.

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading and spoken language.

Clearly explain their understanding of the text.

Gain good comprehension that draws from linguistic knowledge.

Become competent in the arts of speaking and listening.

Discuss a range of stories, poems, and non-fiction texts.

Establish a love of reading that feeds their imagination.

Increase their vocabulary through reading a wide range of genres.

IMPLEMENTATION

Early Reading and Phonics

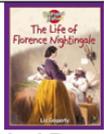
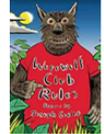
We start teaching our children the skills they need to become fluent and accurate readers in reception and follow the Jolly Phonics learning programme. Jolly Phonics follows a synthetic approach that teaches children the two key reading skills - decoding texts and understanding meanings. It focused on five essential skills: learning the letter sounds, letter formation, blending, identifying the sounds in words and reading tricky words. By the end of their first year in school, children will master reading and writing all 42 letter sounds, form letters correctly using the tripod grip, blend regular words, write simple words, read and spell the first ten tricky words and start reading the first level of Jolly Phonics Readers books.

Our year one children follow a bespoke frame of work that allows them to consolidate their phonic knowledge from reception and learn phase four and phase five phonics. Phase four teaches children to read and spell words containing adjacent consonants and polysyllabic words. In phase five, the children will broaden their knowledge of graphemes and phonics for use in reading and spelling. They will also learn new graphemes and alternative pronunciations for these and graphemes they already know. When spelling words, they will learn to choose the appropriate graphemes to represent the phonemes and begin to build word-specific knowledge of the spelling of words. The sequence of teaching in a discrete phonics lesson in year one is as follows; introduction, revisit, teach, practise, apply and assess.

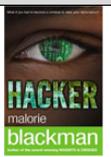
Guided Reading

Guided reading lessons are taught daily across the key stages, allowing pupils to develop their word reading and comprehension skills. The reading overview has been carefully mapped to ensure progression between year groups and that children are exposed to a wide range of genres. Each guided reading lesson is 45 minutes, and the structure is as follows; retrieval starter,

pre-teach vocabulary, introduce the VIPER, example question with the class teacher, attempt a question independently, apply and challenge. Class 1 focuses on one book per week, recording their work in a class floor book. When the children move to Class 2 and beyond, they will have a focus book every half term, and the children become more independent, recording their ideas in their separate guided reading book. Before the children start reading a new book, they devote a week to focusing on the author, analysing their biography, and comparing the different books they have written. To encourage a love of reading throughout the school, the children participate in delegated times to independently read for pleasure and listen to their class teachers read to them.

Class	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Class 2	Cycle A					
	 Coming to England Baroness Floella Benjamin	 Revolting Rhymes Roald Dahl	 The Life of Florence Nightingale Liz Cogerly	 Agents of the Wild: Operation Honeyhunt Jennifer Bel	 The Sandman and the Turtles Michael Morpurgo	 Nim's Island Wendy Orr
	Culture Diverse	Poetry	Non-fiction	Adventure – wildlife conservation	Adventure – myths	Classic
	Cycle B					
 Vlad and the Great Fire of London Kate Cunningham	 Werewolf Club Rules! Joseph Coelho	 Sophie Takes to the Sky Katherine Woodfine	 The Julian Stories Ann Cameron	 The Story of Flight John Holcroft	 The Magic Faraway Tree Enid Blyton	
Historical	Poetry	Emotions and wellbeing	Diverse	Non-fiction	Adventure	

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Class 3	Cycle A					
						
	Charlie and the Chocolate Factory Roald Dahl	The Bee is not Afraid of Me Fran Long and Isabel Galleymore	Everything: Ancient Egypt National Geographic Kids	Alice's Adventures in Wonderland Lewis Carroll	How to train your dragon Cressida Cowell	Planet Omar: Accidental Trouble Magnet Zanib Mian
	Classic	Poetry	Non-fiction	Classic	Adventure	Diverse
	Cycle B					
						
Ancient Rome Eyewitness DK	And Everything Will Be Glad to See You: Poems by Women and Girls Ella Rubricidger	Iron Man Ted Hughes	Varjak Paw S. F. Said	The Accidental Prime Minister Tom McLaughlin	Boy Overboard Morris Gleitzman	
Non-fiction	Poetry	Classic	Classic	Introduction to politics Ambitions	Cultural Diverse	

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Class 4	Cycle A					
						
	Secrets of a Sun King Emma Carroll	Be The Change: Poems to help you save the world	Beowulf Michael Morpurgo	Eyewitness Vikings Susan M Margeson	Rumaysa: A Fairytale Radiya Hafiza	The Girl of Ink and Stars Kiran Millwood Hargrave
	Mystery	Poetry	Classic	Non-fiction	Diverse	Modern classic
	Cycle B					
						
Tiger Tiger Lynne Reid Banks	Cloud Soup Kate Wakeling	The Secret Garden Frances Hodgson Burnett	Eyewitness Africa DK Yvonne Ayo	Hacker Malorie Blackman	Five Children and It E. Nesbit	
Classic	Poetry	Adventure	Non-fiction	Diverse	Adventure	

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	
		Cycle A						
Class 5		 <u>Wonder</u> R J Palacio	 <u>The Fall of the House of Usher</u> Edgar Allan Poe	 <u>Treason</u> Berlie Doherty	 <u>Windrush Child</u> Benjamin Zephaniah	 <u>Charles Darwin's On the Origin of Species</u> Anna Brett	 <u>The Highwayman</u> Alfred Noyes	 <u>Oxford School Shakespeare: Macbeth</u> William Shakespeare
		Diverse Wellbeing	Resistant text Archaic language	Historical Adventure	Diverse	Non-fiction	Poetry	Classic
	Cycle B							
	 <u>Way Past Winter</u> Kiran Millwood Hargrave	 <u>Homer's Iliad and Odyssey</u> Cillian Cross	 <u>The Boy at the Back of the Class</u> Onjali Q Rauf	 <u>Eyewitness Victorians</u> DK	 <u>Overheard in a Tower Block Poems</u> Joseph Coelho	 <u>Once</u> Morris Gleitzman	 <u>Oliver Twist</u> Charles Dickens	
	Adventure	Classic	Diverse	Non-fiction	Poetry	Diverse	Classic	

IMPACT

The following outcomes are a result of our Reading curriculum and wider provision:

- Decode and recognise enough words by sight at the end of year 1 to be able to read a text at their level fluently and accurately.
- Pupils of all abilities progress in guided reading lessons.
- Develop a love of reading.
- Enjoy reading different genres.
- Good knowledge of a range of authors.
- Parents and carers will know how they can support their child's reading at home.
- The percentage of children working at ARE are at least in line with national averages.
- There will be no significant gaps in the progress of pupils.