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St. Thomas More VC Academy Reading Curriculum and Approach

1. Reading is acknowledged as the key to success across the curriculum (and beyond) and sits at the heart of all we do.
2. Every adult is a teacher of reading and receives high quality CPD around reading instruction and building effective reading habits.
3. Every child is given the opportunity to master the basics of reading through high quality phonics provision and explicit opportunities for fluency practise/exposure within the curriculum.
4. Intentionally chosen, rich whole-class texts allow children to develop language comprehension and knowledge of the world.
5. Our commitment to reading is reflected not only in the curriculum, but in the physical environment and the investment in reading (in every sense).

Leaves nothing to chance.	Is **truly ambitious** for all students.
<u>Explicit reading instruction happens every day:</u> **In Reception and Year 1, this includes:** - High quality phonics provision, with fidelity to the language, progression and pedagogical expectations of Bug Club phonics. - For year 1, the use of the 'Scaffolded Read' structure to ensure repeated reading of decodable text (including echo reading and choral read). **In years 2 to 6, this includes:** - Whole class reading instruction. - Three reading structures used flexibly in different proportions during these sessions to meet needs in different year groups and classes: 'Extended Read', 'Fluency Read' and 'Close Read'. (See guidance overleaf) - A greater focus on fluency in KS1 and a shift towards close reading as children progress into KS2. (Suggested model provided.) **Wider approach:** - Children are given regular opportunities to be read to, and to read aloud – beyond explicit reading instruction lessons. - Story time happens, in all year groups, every day. - A rich diet of fiction, non-fiction and poetry is intentionally chosen/mapped. - Reading permeates all subject areas with reading tasks framed to ensure that students can 'read to learn'.	**Text choice:** - Texts are selected for their literary merit – first and foremost – and build in complexity over time. - Access to a wide range of texts over time builds students' knowledge of the world, concepts and forms – and in turn their comprehension. **Assessment:** - Rigorous formative assessment and tracking(of phonics, fluency and comprehension) allows for clear identification of where gaps exist, and teaching/support responds to these gaps with urgency. **Support:** - Pupils who are beginning to fall behind with phonics receive extra practice to ensure that they 'keep up'. - Teachers help those pupils who enter key stages 2 or 3 unable to read fluently to catch up quickly. This includes pupils who have accurate knowledge, but still read too slowly to absorb information effectively.
Prioritises language and **vocabulary**.	Is **responsive** to context and need.
Oracy: - Rich questioning and discussion drive children's comprehension of increasingly challenging texts. - As such, comprehension development is not limited to written responses or a focus on National Curriculum style questions and tests. **Vocabulary:** - Vocabulary development is explicitly planned for and taught across the reading provision. - This developing knowledge is embedded through repeated practice in different contexts.	**Catholic Social Teaching:** - Text choices reflect the principles of Catholic Social teaching: Dignity, Solidarity, The Common Good, The Option for the Poor, Peace, Creation and Environment, The Dignity of Work and Participation. **Context:** - Text choices ensure representation and diversity in the curriculum and contribute to the bespoke personal development curriculum of STM.

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Reading Structures:

- The three core reading structures that drive the explicit teaching of reading are outlined below – along with an overview of how to approach the planning of these sessions.
- The shared cohesion provided by these structures empowers all of our staff to have confidence in the way that reading is explicitly taught at every stage; however, we also encourage staff to adopt their own creative flair within the parameters of these structures.

Scaffolded Read (Year 1)

How to run a lesson:

(a) Introduce text and model reading each word slowly.
(b) Model a more fluent read.
(c) Choral read the page.
(d) Pupils read in pairs taking turns - ~2 minutes.
(e) Discuss page.
(f) Repeat.
(g) Use book several times (and return to previous books).

How to plan a lesson:

(a) Find a class set of a decodable text → fairly recent GPCs or older.
('Normal' texts can also be introduced.)
(b) Practise decoding any challenging words.
(c) Consider the question/explanation for each page.

Extended Read (Years 2-6)

How to run a lesson:

With developing readers (usually Y2-Y4)

(a) Read while pupils follow. (Pupils may also take turns reading.)
(b) Pause briefly for explanations and discussion questions; most of lesson spent reading at pace. Modelling reading strategies.

With stronger readers (usually Y5-Y6)

(a) Same as with weaker readers, except…
(b) Pupils sometimes asked to read sections of text independently.
i. Section length increases with pupils' capability.
ii. Quick finishers write a one-sentence summary then re-read to check.
iii. Very weak readers may be supported through small-group teacher read-aloud while others read silently.
iv. Section briefly discussed after reading.

How to plan a lesson:

(a) Choose a text. This may well be the same text for many lessons as you progress through it.
(b) Read it and make notes either on the text or elsewhere.

Fluency Read (Years 2-6)

How to run a lesson:

(a) Introduce the text and then read the text aloud while pupils listen.
(b) Discuss tricky vocabulary and give a summary of the text (where appropriate).
(c) Read for a second time while children follow along.
(d) Children in mixed-attainment pairs take turns to rehearse 3-4 times each; partner follows; 'float' or echo read.
(e) Text is performed by whole class, volunteers or selected children.
(f) Text is discussed and comprehension

How to plan a lesson:

(a) Choose a text that takes roughly 1-2 minutes for children in the class to read.
(b) Work out which words children are likely to need explaining and, where necessary, find pictures.
(c) Plan discussion/questions.

Close Read

How to run a lesson:

(a) Read a chosen section of text (or linked extracts).
→ teacher-led, paired oral, silent read
(b) Ask questions that provoke pupils to think about the language choices and themes you want them to consider.
(c) Give all pupils the chance to respond and then scaffold.
→ Think-Pair-Share, MWBs, Pose-Pause-Pounce-Bounce
(d) Reflect in writing where appropriate.

How to plan a lesson

(a) Choose a text with aspects worth discussing in detail - this might be something already read.
(b) Decide how this text is going to be read.
(c) Identify aspects that will need explaining (e.g. vocabulary, text structures, etc).
(d) Create questions based on language choices and themes.
(e) Where appropriate, pick a question for pupils to respond to in writing.

checked/deepened.			

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Suggested Frequencies and Other Considerations:

- By using the four reading structures identified – in a balanced way – we can ensure that all of our children are given the chance to develop fluency and comprehension in systematic way that leaves nothing to chance.
- It is important that that rich questioning and discussion during these sessions allows for the development of children's comprehension skills and strategies across domains. This will be driven by the core structure being used and the opportunities that individual texts afford in terms of their content, structure and language.
- Text choice is essential and the driving factor of the planning process. PowerPoints and resources around this need only be minimal and to supplement with image etc.

Structure and Text Choice

Structure:

- The timings of the daily reading instruction will vary dependent on the nature of the session, the needs of the class, and the core reading structure being employed.
- Suggested timings for the structures (subject to change for age group):
  - Year 1 Scaffolded Read – 15 mins
  - Fluency Read – 30 minutes
  - Close Read – 30 minutes
  - Extended Read – 30 minutes to 45 minutes

-Whilst the identified structure will be the core driver of the session, there is fluidity across these and the sessions may include aspects from across the 3 main structures.
-Rich questioning and discussion points will be a key driver for developing comprehension across all structures.
-Whilst there is a place for comprehension questions in the style of National Curriculum exams (particularly in year 6), these should supplement the rich discussion and questioning and not limit children's experience.

Text Choice:

-At year 1, texts for Scaffolded Read, should align with recent/previously taught GPCs. Towards the end of the year, texts can be selected that are not entirely decodable.

-Texts selected should be appropriate for the year group and the structure being used – for example, for the Close Read, we would expect texts to include rich language.

-The Fluency and Extended Read structures can be applied to a re-read of sections of the longer class text used in the Extended Read sessions. However, poetry and/or non-fiction must also feature in the sessions weekly.

-As a school we are committed to the development of technologies to support learning and are exploring the creation of a 'Google Gem' to create fluency texts in line with the national curriculum objectives of each year group.

-Dependent on the needs of the class, the Story Time book may be used for some of the taught reading sessions.

Personal Development opportunities:

- School book fairs
- World Book Day events
- Good quality non-fiction books to support all areas of the school curriculum
- Print rich environments
- Attractive Key Stage and class libraries
- Visits to the library
- Incorporation of reading activities into school trips
- Script reading, comprehension and acting in school performances, assemblies and masses
- Book sales
- Links to Hull Truck Theatre – pupils involved in performances of Macbeth and Romeo and Juliet

Links to EYFS:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

	Term 1			Term 2			Term 3		
	Fiction	**Poetry**	**Non-Fiction**	**Fiction**	**Poetry**	**Non-Fiction**	**Fiction**	**Poetry**	**Non-Fiction**
EYFS	Reactive text used to identify children's key interests, to build on a love of reading and allow the children to develop an understanding of story. These will include a variety of traditional tales and modern stories building around a theme of inclusion.								
Year 1	Owl Babies By Martin Waddell	Caterpillar by Christina Rosetti	Non-fiction texts are predominantly topic based and will be used in guided sessions to retrieve information and use the text's key features to develop the age related non-fiction objectives.	Rainbow Fish By Marcus Pfister	As Spring is a short month, we will not be teaching Poetry and Non-Fiction as part of the Guided Reading sessions. Poetry will be taught on Poetry Day and non-fiction through topic work.		The Gurffalo By Julia Donaldson	The Owl and the Pussycat By Edward Lear	Non-fiction texts are predominantly topic based and will be used in guided sessions to retrieve information and use the text's key features to develop the age related non-fiction objectives.
Year 2	How to hide a lion By Helen Stephens	Please, Mr Butler By Allan Ahlberg		The Snail and the Whale By Julia Donaldson			The Day the Crayons Quit By Drew Daywalt	The Pied Piper of Hamlin (Verse 2) By Robert Browning	
Year 3	George's Marvellous Medicine By Roald Dahl	From a Railway Carriage By Robert Louis Stevenson		Charlotte's Web by E. B. White			How to Steal a Dragon's Sword By Cressida Cowell	Life Doesn't Frighten Me By Maya Angelou	
Year 4	The Lion, The Witch and the Wardrobe By C.S. Lewis (Free e-book)	Macavity, the Mystery Cat By T.S. Eliot		The Firework Maker's Daughter By Phillip Pullman			Kensuke's Kingdom By Michael Morpurgo	The Fish By Elizabeth Bishop	
Year 5	War Horse By Michael Morpurgo	Chocolate Cake By Michael Rosen		Viking Boy By Tony Bradman			The Arrival By Shaun Tan	The Tyger By William Blake	
Year 6	Wonder By RJ Palacio	Little Red Riding Hood By Roald Dahl		Cirque du Freak Darren Shan			Holes By Louis Sachar	Jabberwocky By Lewis Carroll	

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Reading Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can apply phonic knowledge and skills to decode words Can respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes Can read accurately by blending sounds in unfamilar words containing GPCs that have been taught Can read common exception words Can read words containing taught GPCs and –s, -es, eing, -ed, -er and est endings Can read other words of more than one syllable	Apply phonic knowledge and skills to decode words so that reading is fluent Can read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes in words with two or more syllables Can read words containing common suffixes Can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Can read books aloud and sound	Can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Can check that texts they read makes sense to them Can use alphabetically organised texts such as an index to find information Can retrieve and record information from non-fiction and fiction texts	Can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Is using a dictionary independently to check the meaning of words Can discuss words and phrases that capture the reader's interest and imagination Locate and record information effectively using skimming and scanning	Can use a dictionary independently to find the definitions of words Can summarise main ideas, identifying key details and using quotations for illustration Can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence Can draw information from different parts of the text to infer meaning Can talk about themes and recognise thematic links with other texts Can discuss complex narrative plots Can summarise main ideas, identifying key details and using	Can read age- appropriate books with confidence and fluency (including whole novels) Can read aloud with intonation that shows understanding Distinguish between statements of fact and opinion Can discuss how structural choices support the writer's theme and purpose Can identify themes and conventions in and across a wide range of writing Can discuss how structural choices support the writer's theme and purpose Explain and discuss their understanding of what they have read, including

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that contain taught GPCs Read books aloud, accurately, that are consistent with developing phonic knowledge. Re- read these books to build fluency and confidence. read words with contractions (e.g- I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) Link what they have read or heard to their own experiences Listen to and discuss a wide range of poems, stories, traditional tales and non- fiction Participate in discussions about what is read to them Discuss the significance of	out unfamiliar words. Re-read these books to increase fluency and confidence Discuss and clarify the meaning of words Read further common exception words, noting usual correspondences between spelling and sound and where these occur in the word Discuss their favourite words and phrases Listen to, discuss and express views about stories, poetry and non-fiction Re-tell a range of stories and traditional tales Answer and ask questions about stories and what they have read	Can use organisational features to locate information Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions Can participate in discussion about books they have read themselves, taking into account the views of others Can participate in discussions about books that are read to them, taking into account the views of others Can begin to identify and comment on different points of view in a text Can say how a character would feel if they were in the character's shoes	Identify features of different genres of writing Know how suspense is built up in a story Can comment on how authors express different moods, feelings and attitudes Is identifying themes and conventions in a wide range of books Can identify main ideas drawn from more than one paragraph and summarise these Can justify inferences with evidence from the text Can comment on how authors express different moods, feelings and attitudes Can discuss their understanding of texts they read independently	quotations for illustration Can talk about the author's techniques for describing characters, settings and actions Can draw information from different parts of the text to infer meaning Can participate in discussions about books, building on my own and others' ideas and challenge views courteously Can evaluate how authors use language, including figurative language, considering the impact on the reader Can talk about themes and recognise thematic links with other texts Can participate in discussions about books, building on my own and others' ideas and challenge views courteously	through formal presentations and debates Can show a confident awareness of the effect of the text, with explanation using their own experiences Can extract and evaluate relevant information from more complex texts Can use detailed knowledge of text types to make reasoned predictions and form opinions Can compare and contrast the styles of individual writers and poets, providing examples Can show a confident awareness of the effect of the text, with explanation using their own experiences

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the events and titles of books Re-tell stories such as traditional tales Make inferences based on what is being said and done Link what they have read or heard to their own experiences Predict what might happen next in a story Can correct inaccurate reading Link new word meanings to words already known Can recite some poems by heart	Discuss the sequence of events in stories Be aware that non-fiction can be presented in different ways Listen to, discuss and express views about stories, poetry and non-fiction Discuss the sequence of events in stories Recognise repeated language in stories and poems Listen to, discuss and express views about stories, poetry and non-fiction Make inferences based on what is being said and done Predict what might happen next in a story	Can comment on why an author has chosen certain language Is listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Can predict what might happen from details stated and implied Can participate in discussion about books they have read themselves, taking into account the views of others Can participate in discussions about books that are read to them, taking into account the views of others Can retrieve and record information from non-fiction and fiction texts Can draw inferences such as inferring characters'	Can identify how language, structure, and presentation contribute to meaning as a whole Identify features of different genres of writing Is identifying themes and conventions in a wide range of books Can discuss words and phrases that capture the reader's interest and imagination Can make connections between books by the same author Can comment on how authors express different moods, feelings and attitudes Is listening to and discussing a wide range of fiction, poetry, plays, non-fiction and	Can recognise language features of a range of non-fiction text types Can compare, contrast and evaluate features of non-fiction texts Can identify and describe the styles of individual writers and poets Can make comparisons within and across books Can read age- appropriate books with confidence and fluency (including whole novels) Can read aloud with intonation that shows understanding Understand that texts reflect the time and culture in which they were written Learn a wide range of poetry by heart	Can explain the impact of the context of a text Can identify the writer's viewpoint and explain the effect on the reader Can comment critically on the overall impact of a text Can comment on and explain the writer's use of language features Can identify themes and conventions in and across a wide range of writing Can recommend books to others and give reasons for choices Can discuss how structural choices support the writer's theme and purpose Can comment critically on the overall impact of a text

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	Learn poems by heart and recite these with appropriate intonation	feelings, thoughts and motives from their actions Can begin to identify and comment on different points of view in a text Is asking questions to improve their understanding of a text Can say how a character would feel if they were in the character's shoes Can comment on why an author has chosen certain language Is increasing their familiarity with a wide range of books, including fairy stories, myths and legends Can retell stories, myths and legends orally	reference books or textbooks Can confidently retell stories, myths and legends Is preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		Can comment on and explain the writer's use of language features Can identify themes and conventions in and across a wide range of writing Can recommend books to others and give reasons for choices Can make comparisons within and across books Can explain the impact of the context of a text Can discuss how structural choices support the writer's theme and purpose Can comment critically on the overall impact of a text Can compare and contrast the styles of individual writers and poets, providing examples

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