



Hennock Community Primary School Reading Curriculum

Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

Our core purpose is for children to develop a love for reading and become independent, fluent readers of a wide range of reading materials including fiction, non-fiction and poetry. Through the design of our curriculum we aim to create a reading culture where children: access inspiring, diverse and challenging texts across a range of genres; read for pleasure; grow their imaginations; escape to new and wider worlds; cultivate reading preferences; share and recommend texts; recognise authors and styles; open doors, understand and apply; communicate, articulate and perform, discuss and challenge; expand vocabulary banks; access learning across the curriculum; apply learning to written work and be ready for their next stage in learning and education. We celebrate reading!

To become an expert reader, children at our school will:

- have a secure knowledge and understanding of phonics, including the ability to apply phonics to develop early reading
- employ a range of other strategies to apply to their reading
- be inspired to have a lifelong love of reading
- read widely and for a range of purposes
- be taught the comprehension and decoding skills required to achieve age related expectations
- experience high-quality texts in a variety of text types as models for writing
- develop and understand a high level of vocabulary from all tiers (Alex Quigley) through regular exposure and specific vocabulary teaching

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Accelerated Reader	Phonics	Reading comprehension	
All children who have reached an appropriate reading level have an independent reading book at their level, with an individual zone of proximal development (ZPD) determined by half termly Star Reading tests and quizzes. AR allows teachers to monitor and track children's progress, also identifying target areas.	Phonics starts with our youngest learners. It is taught systematically using the structure through the scheme Phonics Bug. The Phonics Bug books are used in line with the phonics level they are working on in their phonics lessons so that they are practising application of their daily sounds. This secures excellent phonic development.	Reading comprehension is taught as a discrete skill using the structure of VIPERS – Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising (KS2)/Sequencing (KS1). Reading comprehension is taught through guided reading and can be done in groups, as a class, or individually, based on need and context and to allow for extension and support as necessary. This is the time when the teacher really gets to unpick and move learning on through working on a shared text. Texts are chosen throughout the year to cover a range of genres and, where appropriate, to link with class readers, enabling children to 'read as a writer' and progress and vary their writing.	
English sequences		Reading for pleasure	Wider reading
Inspiring texts are selected from Devon's Bookwrites scheme. Teachers and children collaborate to unpick the text used in the teaching sequence. They look at specific features such as author intent, what puzzles them, what they know/want to know, what they predict, etc. They rehearse 'reading as a writer' so that they can 'write as a reader'.		We aim for children to read daily and select a wide range of texts to develop a love of reading. Each class has a class reader – a story or text that is specifically chosen for the adult to read to the class. Daily exposure to quality books is part of our reading ethos. We introduce children to some texts from the Doug Lemov and Pie Corbett reading spine as well as high quality children's authors.	Children experience reading across the curriculum, using reading skills for wider understanding and application between subjects.
Vocabulary	Reading at home	Interventions	Reading schemes
We explicitly teach, understand, and contextualise new vocabulary, including through investigating the structures and origins of language. Vocabulary is drawn out of class texts and children are encouraged to use it in their own writing.	Reading at home is part of weekly home-learning expectations. Age-related books are selected based on reading ability. Books should be changed as needed and older pupils are encouraged to do so independently linked to their AR ZPD, as appropriate.	When intervention needs are identified through teacher assessment. This support will then be given through feedback and intervention to enable children to make rapid progress and fill gaps, including through the use of phonics.	We use Phonics Bug to support phonics and early reading by following the range of reading materials linked with the Phonics Bug Scheme. Pupils join AR, accessing a rich, wide variety of real authors, when they become more confident and fluent.

Assessment – in order to assess impact

Children talk positively about reading, discussing texts and making recommendations. Transitions between classes/year groups are smooth and progressive.	By reading and being exposed to texts, children know more. They make links between texts and use their ever-growing vocabulary, grammatical patterns and ideas in their writing.	Reading is taught progressively, and children will cover National Curriculum objectives at an appropriate stage for individuals.	Attainment is measured using standardised tests. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.
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Assessment Evidence – a guide

EYFS	KS1	Years 3-5	Year 6
Reception Baseline assessment	Statutory tests: Phonics screening check and Year 2 SATS	AR assessments - quizzing and Star Reading, half termly reading assessment	Statutory test: Year 6 SATs
Early Learning Goals (ELG)	AR assessments - quizzing and Star Reading, half termly reading assessment	Ongoing records of reading comprehension through the application of VIPERS	AR assessments - quizzing and Star Reading, half termly reading assessment
In-house data and progress tracking	Ongoing phonic assessments/checks	In-house data and progress tracking	Ongoing records of reading comprehension through the application of VIPERS
Ongoing phonic assessments (Reception)	In-house data and progress tracking	Teacher assessment - observations of reading behaviour and discussion	In-house data and progress tracking
Talking to pupils and parents	Teacher assessment - observations of reading behaviour and discussion	Written and verbal responses to reading activities	Teacher assessment - observations of reading behaviour and discussion
Home reading records (Reception)	Termly standardised tests	Termly standardised tests	Written and verbal responses to reading activities
			Termly standardised tests

EYFS

Home/School	Phonics	Teaching reading skills	Reading rich environment
<p>We hold a parent meeting early in the year or in July for the following year's intake to explain how we teach reading at Hennock and how parents/families play an integral role in this process.</p> <p>A home/school book is used for parents to record reading and feedback. The home/school book is regularly updated to record how often children are reading at home in order to support and reward.</p>	<p>Children are taught phonics systematically, supported by the Phonics Bug scheme and books.</p> <p>We deliver daily phonics lessons.</p> <p>Children learn phonic groups appropriate to their age.</p> <p>Any child who develops gaps are immediately identified and complete daily 'keep up catch up phonics'.</p> <p>Phonics resources are displayed throughout the room.</p> <p>As part of English teaching, we use phonics in our shared reading and writing, encouraging children to apply their phonic knowledge.</p>	<p>Children read decodable books several times a week with an adult. When they are ready, they begin to read these books in pairs. The books are specifically in line with the phonemes and graphemes they are learning in phonics so that they are practising application and are able to achieve their book. This develops a love of reading. They re-read these books to develop speed, fluency and understanding.</p> <p>Children also take part in whole class reading sessions at least 3 times a week. A high-quality text, beyond that which they can read themselves is read to them. The teacher works with the children on their comprehension skills.</p> <p>Children work in groups and feedback as a whole class using their oracy skills to share learning and develop a deep understanding of a variety of types of texts throughout the year.</p>	<p>Continuous provision activities include reading & writing opportunities inside and outside.</p> <p>Children have a shared story time on a daily basis using rich and exciting books from a range of authors.</p> <p>Our class book corner is regularly used by pupils, giving them a wider range of books.</p> <p>Pictorial phonics mats are available for table work.</p> <p>If children bring books in from home, we share them during our story time and may use them to develop continuous provision.</p>
<p>Reading support / intervention – children who need it receive daily phonics interventions addressing any issues from ongoing phonics assessments. Children who need it receive additional reading opportunities with the teacher /TA which may include additional reading opportunities, gap filling and daily quick-fire activities.</p>			

Year 1 and 2

Home/School

A home/school book is used for parents to record reading and feedback. The home/school book is regularly updated to record how often children are reading at home in order to support and reward.

Phonics

Children are taught phonics systematically, supported by the Phonics Bug scheme and books.

We deliver daily phonics lessons until they have completed the scheme.

Children learn phonic groups appropriate to their age.

Any child who develops gaps are immediately identified and complete daily 'keep up to catch up phonics'.

Phonics resources are displayed throughout the room.

As part of English teaching, we use phonics in our shared reading and writing, encouraging children to apply their phonic knowledge.

Teaching reading skills

Children read decodable books several times a week with an adult. When they are ready, they begin to read these books in pairs. The books are specifically in line with the phonemes and graphemes they are learning in phonics so that they are practising application and can achieve their book. This develops a love of reading. They re-read these books to develop speed, fluency and understanding.

When children are ready, they are assessed by a Star Reader and join AR.

Children also take part in whole class reading sessions at least 3 times a week. A high-quality text, beyond that which they can read themselves is read to them. The teacher works with the children on their comprehension skills.

Children work in groups and feedback as a whole class using their oracy skills

Reading rich environment

Children have a shared story time on a daily basis using rich and exciting books from a range of authors. Our class book corner is regularly used by pupils, giving them a wider range of books.

Pictorial phonics mats are available for table work.

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Year 3 & 4			
<p>Home/School</p> <p>A home/school book is used for parents to record reading and feedback. The home/school book is regularly updated to monitor engagement and a child's progress.</p> <p>Teacher's read with each child at least once a week, which is recorded on a reading log sheet. Children identified as needing further support are read with three times a week.</p> <p>Children are encouraged to write about the books they are reading as a way to encourage a love of reading and to support them when discussing the books they have been enjoying in our weekly "Book Club".</p>	<p>Spelling</p> <p>Children are taught spelling through ED Shed supplemented with other schemes where appropriate.</p> <p>Each week children are taught a new spelling where they spot patterns, learning the morphology to support their learning of the spelling.</p> <p>Throughout the rest of the week children rehearse and embed their learning of their spellings through activities that require them to apply their spellings as well as practicing online to boost engagement.</p> <p>At the end of the week, they complete a spelling test. Any incorrect spellings are added as a tag to reading records to correct misconceptions.</p>	<p>Teaching reading skills</p> <p>Children participate in a weekly Whole Class Reading Comprehension lesson where they are exposed to a challenging text that the class read collectively.</p> <p>Comprehension skills and questions are developed and embedded throughout the lesson with children progressing to independent comprehension questions as the lessons progresses.</p> <p>For children who are identified as needing additional support, differentiated questions and texts are provided.</p>	<p>Reading rich environment</p> <p>A love of reading is actively fostered in our classrooms.</p> <p>Children have independent reading time several times a week and at the end of each week the class holds a 'book club' where children make recommendations on the books they have read, share their books with their friends, and set reading challenges for the following week.</p> <p>Our school library is regularly updated with "Spotlight Author" displays, celebrating a diverse range of authors.</p>
Year 5 & 6			
Home/School	Spelling	Teaching reading skills	Reading rich environment

A reading record is used for children and any adults reading with them at home to record reading and feedback. The home/school book is regularly updated to monitor engagement and a child's progress.

Teachers read with each child at least once a week, this is recorded in their reading record and on a reading log sheet kept by the class teacher. Children identified as needing further support are read with three times a week.

Children are encouraged to write about the books they are reading as a way to encourage a love of reading and to support them when discussing the books they have been enjoying in our weekly "Book Club".

Children are taught spelling through ED Shed.

Children who require extra support receive a reduced spelling list containing 2 of their year group spellings plus 3 common exception words.

Each week children are taught a new spelling where they spot patterns, learning the etymology of the words as well as using morphology to support their learning of the spelling.

Throughout the rest of the week children rehearse and embed their learning of their spellings through activities that require them to apply their spellings as well as practicing online to boost engagement.

A weekly spelling check is conducted where children take part in a Spelling Hive on EdShed. If they do not work well on a device then they have the option to take the test in a written format on a whiteboard. If children fall

Children participate in a weekly Whole Class Reading Comprehension lesson where they are exposed to a challenging text that the class read collectively.

Comprehension skills and questions are developed and embedded throughout the lesson with children progressing to independent comprehension questions as the lessons progresses.

A love of reading is actively fostered in our classrooms.

Children have independent reading time several times a week and at the end of each week the class holds a 'book club' where children make recommendations on the books they have read, share their books with their friends, and set reading challenges for the following week.

Our school library is regularly updated with "Spotlight Author" displays, celebrating a diverse range of authors.

	below 70% a spelling recheck is completed the following week.		
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