

Intent for our Reading Curriculum

Our intent for the English reading curriculum is to nurture not only fundamental reading skills but also a genuine love for literature among children. We believe that developing a lifelong appreciation for reading is at the heart of our curriculum's design.

Our primary objective is to instil a deep-rooted passion for reading that transcends the classroom. Reading opens up new worlds and ideas, and by exposing children to a variety of texts—from classic literature to contemporary works—we ignite their imaginations and encourage a habit that they will cherish throughout their lives. A love for reading is key to unlocking their potential for lifelong learning.

Alongside fostering a love for reading, we focus on equipping children with transferable reading skills. Reading skills extend across various contexts, from literature to scientific texts. Our curriculum imparts skills such as analysis, inference, and decoding complex ideas. By developing these competencies, children become adaptable learners, ready to engage with reading across different subjects in their future education.

Our reading curriculum sets high expectations while being mindful of the diverse needs of all learners. Every child brings unique experiences and abilities, and our inclusive approach ensures that everyone has the opportunity to excel. By fostering a supportive yet challenging environment, we empower children to take ownership of their learning and view reading as an enriching experience. Furthermore, we implement various assessment methods to monitor progress and tailor learning. Regular formative assessments help us understand each child's reading abilities and adapt our teaching. This process allows us to identify areas for improvement and provide focused support, while also celebrating and recognising students' achievements.

To enrich our curriculum, we promote a community that embraces reading both inside and outside the classroom. Initiatives such as author visits, book fairs and partnerships with local libraries involve parents and the wider community, fostering a culture where reading is a shared joy and strengthens bonds within our community.

Implementation of our Reading Curriculum

To realise our reading intent, we implement a structured and dynamic reading programme characterised by:

- **A Rigorous Phonics Programme:** We employ a systematic synthetic phonics approach to ensure early readers develop essential decoding skills. In school we use Little Wandle Letters and Sounds which has a range of quality texts that promote fluency and comprehension.
- **Engaging Guided Reading Sessions:** In Reception and Key Stage 1, guided reading sessions are tailored to small ability groups, allowing for differentiated instruction that meets the unique needs of each pupil. These sessions are designed to encourage automatic word reading skills as well as developing children reading prosody, comprehension and vocabulary. In KS2 we use Whole Class Reading, incorporating a wide range of engaging texts to help children develop their vocabulary, prosody and comprehension.
- **A Rich Reading Environment:** Our classrooms and libraries are filled with a diverse array of high-quality texts, including fiction, non-fiction, poetry, and culturally contextual literature. We regularly update our resources to include contemporary authors and diverse representations, catering to all interests and backgrounds. Each class also have a core range of Poetry texts which teachers use to develop children's comprehension, vocabulary and prosody.

- **Parental Engagement:** Our children take home individual reading books and we communicate with parents the importance of children reading at home. Our Green Reader initiative rewards children who read at home 5 times during the week. Parents are encouraged to record the children's home reading in their Reading Record book which is monitored by school.
- **Regular Assessment and Monitoring:** We employ continuous formative assessments to monitor progress in phonic acquisition, reading comprehension and reading fluency. This allows us to identify pupils who may require additional support and implement timely interventions, ensuring that all students stay on track to meet or exceed national expectations.
- **Enhancing the Curriculum:** We invite authors, illustrators, storytellers, and theatre companies in to school to engage with our pupils, providing experiences that bring stories to life and encourage and inspire children's love of reading.

Impact of our Reading Curriculum

The implementation of our Primary Curriculum has led to significant outcomes in children's learning and engagement. Assessment data indicates that pupils are progressing well, gaining knowledge and retaining more of what they learn, thus establishing a solid foundation for literacy skills.

Pupil voice surveys reveal a strong enthusiasm for reading among our children, creating an engaging learning atmosphere that encourages them to explore diverse texts. This excitement is crucial for fostering ongoing engagement throughout the curriculum.

Our curriculum also enables pupils to transfer and apply acquired skills and knowledge in various contexts. Through a variety texts and activities, children practise these skills beyond mere reading, linking their experiences to real-life situations. This prepares our children for the wider world and gives them confidence as they progress to the next stage in their learning.

Linked Documents:

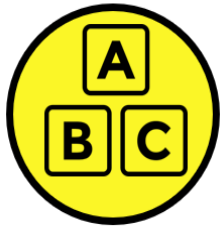
[GRPS Whole School Reading Journey](#)

[GRPS The Big Ideas](#)

Reading Big Ideas:

We have designed a curriculum that builds links between topics within a subject, thus enabling our children to build up deep understanding of the disciplines within the curriculum subjects.

The Big Ideas is a systemic approach: ensuring that the curriculum model enables teachers to plan for, and for pupils to gain, sufficiently deep and meaningful LINKS across and between topics to create rich schema.



Phonics



**High Frequency
Words**



Love of Reading



**Vocabulary /
Word Meaning**



Retrieve



Interpret



Summarise



Predict

Year 1

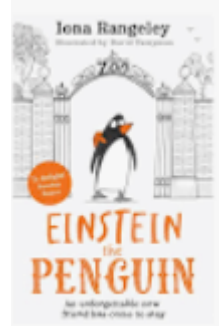
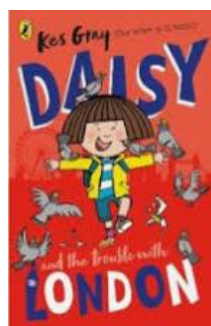
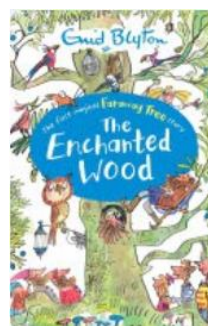
Word Reading	Reading Behaviour	Understanding Text	Discussion and Debate
<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to grapheme for the 44 phonemes Recognise and use the different ways of pronouncing the same grapheme – ow snow ow cow Read accurately by blending sounds in unfamiliar words Read common exception words noting tricky parts Read words containing -s -es -ing -ed -er -est ending Split two and three syllable words into the separate syllables to support blending for reading Read words with contractions - I'm I'll We'll and understand that the 	<ul style="list-style-type: none"> Relate texts to their own experiences Recognise and join in with language patterns and repetition Use patterns and repetition to support oral story telling Orally retell familiar stories in a range of contexts Enjoy and recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices 	<ul style="list-style-type: none"> Introduce and discuss key vocabulary linking meanings of new words to those already known. Activate prior knowledge Check the texts make sense while reading and self-correct Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language patterns from the text. Give opinions and support with reasons Explain clearly their understanding of what is read to them Demonstrate understanding of texts by answering questions related to who what where when why ho Identify and discuss main events in stories Make predictions based on what has been read so far Identify and discuss main characters in stories 	<ul style="list-style-type: none"> Listen to what others say Take turn in conversations Participate in class discussions about stories and poems

<p>apostrophe represents the omitted letter</p> <ul style="list-style-type: none"> • Develop fluency, accuracy and confidence by re-reading • Read more challenging texts using phonics and common exception word recognition 		<ul style="list-style-type: none"> • Discuss the title and how it relates to events • Make basic inferences about what is being said and done • Recall specific information in fiction and non-fiction texts • Locate parts of texts that give particular information 	
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Year 2			
Word Reading	Reading Behaviour	Understanding Text	Discussion and Debate
<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without due hesitation • Re-read books to build up fluency and confidence in word reading • Read frequently encountered words quickly and accurately without overt sounding and blending • Read accurately by blending the sounds in words, especially recognising 	<ul style="list-style-type: none"> • Sequence and discuss the main events in stories and recounts • Orally retell a wider range of stories, fairy tales and traditional tales • Recognise the use of repetitive language within a poem and across texts • Learn and recite a range of poetry using appropriate intonation • Make personal reading choices and explain reasons 	<ul style="list-style-type: none"> • Identify, discuss and collect favourite words and phrases • Introduce and discuss words within the context of a text, linking new meaning to known vocabulary • Use morphology to work out the meaning of unfamiliar words • Use tone and intonation when reading aloud • Activate prior knowledge and raise questions • Check that texts make sense while re-reading and self-correcting • Demonstrate understanding of fiction and non-fiction texts by 	<ul style="list-style-type: none"> • Participate in discussions about what is read to them, taking turns and listening to what others say • Make contributions in whole class and group discussion Consider others point of view

<p>alternative sounds for graphemes (phase 5)</p> <ul style="list-style-type: none"> • Read accurately words of two or more syllables that contain alternative sounds for graphemes • Read words containing common suffixes –ness –ment –ful –less –ly –ing –ed –er –est –y • Read further common exception words noting tricky parts • Read longer and less familiar texts independently 		<p>asking and answering who what where when why how questions</p> <ul style="list-style-type: none"> • Explain and discuss their understanding, giving opinions and supporting with reasons – <i>Hansel was clever when he put stones in his pocket because..</i> • Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text • Make inferences about characters and events using evidence from the text • Make predictions based on what has been read so far. • Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts 	
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Year 2 Whole Class Reading Texts

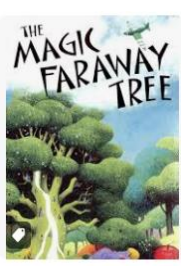
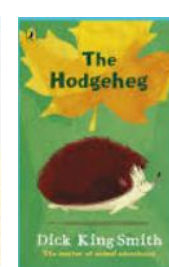
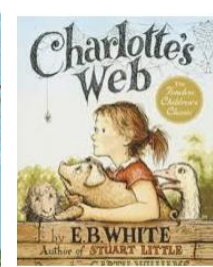
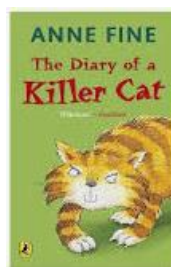


Year 3

Word Reading	Reading Behaviour	Understanding Text	Discussion and Debate
<ul style="list-style-type: none"> • Use knowledge of root words to understand meaning of words • Use suffixes to understand meanings e.g <i>un- dis- mis- re- pre- im- in-</i> • Use suffixes to understand meanings e.g. <i>-ly -ous</i> • Read and understand words from the Year 3/4 word list 	<ul style="list-style-type: none"> • Sequence and discuss the main events in stories • Orally retell a range of stories including less familiar fairy tales • Identify and discuss themes e.g good over evil, weak and strong, wise and foolish, mean and generous, rich and poor • Identify and discuss convention – number 3 and 7 in fairy tales – repeated refrains • Prepare and read poems aloud using correct intonation and volume 	<ul style="list-style-type: none"> • Identify, discuss and collect favourite words and phrases which capture the readers interest and imagination • Explain the meaning of unfamiliar words by using the context • With support, use dictionaries to check the meaning of word they have read • Use intonation, tone and volume when reading aloud • Take note of punctuation when reading aloud • Discuss their understanding of the text • Raise questions during the reading process to deepen understanding (I wonder, I think) • Draw inferences around characters thoughts, feelings and actions and justify with evidence from the text • Make predictions based on details stated • Begin to justify responses by using evidence from the text 	<ul style="list-style-type: none"> • Participate in discussion about books that they read or have been read to them, be able to challenge others views • Discuss texts as a group or class – <i>This reminds me of..... I think that I wonder</i>

- Discuss the main idea of paragraphs
- Discuss the language structures of different texts
- Locate and record information from fiction and non-fiction texts
- Begin to look at authors use of language and discuss why talk about which vocabulary and sentences appeal to you as a reader.

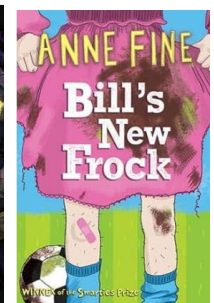
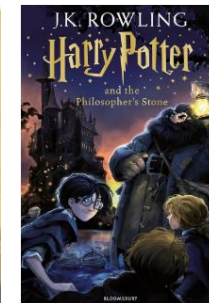
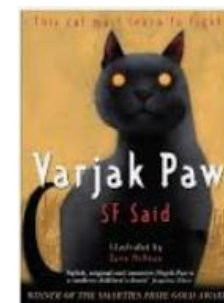
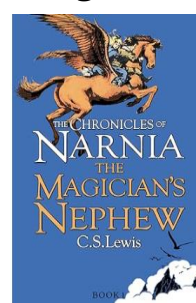
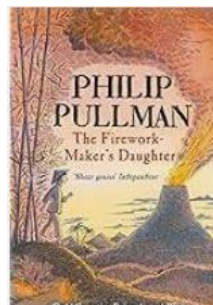
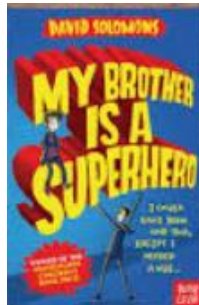
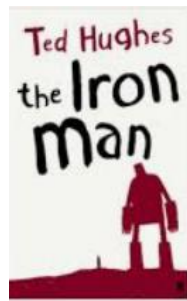
Year 3 Whole Class Reading Texts



Year 4			
Word Reading	Reading Behaviour	Understanding Text	Discussion and Debate
<ul style="list-style-type: none"> • Use knowledge of root words to understand meaning of words • Use suffixes to understand meanings e.g <i>-ant -ance -ancy -ent -ence -ible-able -ibly -ably</i> • Read and understand words from the Year 5/6 word list 	<ul style="list-style-type: none"> • Recommend texts to peers with reasons for choice e.g. novels, newspaper articles, non-fiction • Express preferences about a wider range of texts including modern fiction, traditional stories and legends • Learn a wide range of poems by heart • Prepare poems and play scripts to read aloud and perform using correct intonation, tone to make the meaning clear to the reader. 	<ul style="list-style-type: none"> • Explain the meaning of words within the context of the text • Use punctuation to determine intonation and expression when reading aloud • Check that text makes sense and demonstrate an understanding of what has been read • Demonstrate the use of taught reading strategies • Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence (PE) • Predict what might happen from information stated or implied • Re-read and read ahead to locate clues to support understanding • Explore themes within and across texts (link to writing : Overcoming the monster: Journey: Quest etc) • Make comparisons within a text – different characters view about the same topic 	<ul style="list-style-type: none"> • Participate in discussion about books that they read or have been read to them, be able to challenge others views • Discuss texts as a group or class – <i>This reminds me of..... I think that I wonder</i>

- Understand and identify the information which is **Fact** and information that is **Opinion**
- Scan the text to locate key information
- Be able to **summarise the main ideas from one or more paragraphs**
- **Justify opinions with reference to the text**
Understand, in a variety of different texts, how the structure and presentation contributes to the meaning
- Explore, recognise and use the terms *simile*, *metaphor* and *imagery* and be able to find examples of these within texts
- Explain what effect the authors choice of language has on the reader

Year 4 Whole Class Reading Texts

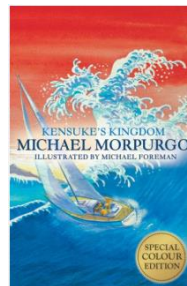
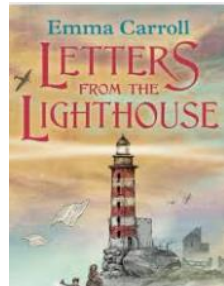


Year 5

Word Reading	Reading Behaviour	Understanding Text	Discussion and Debate
<ul style="list-style-type: none"> • Use knowledge of root words to understand meaning of words • Use suffixes to understand meanings e.g <i>-ant -ance -ancy -ent -ence -ible-able -ibly -ably</i> • Read and understand words from the Year 5/6 word list 	<ul style="list-style-type: none"> • Recommend texts to peers with reasons for choice e.g. novels, newspaper articles, non-fiction • Express preferences about a wider range of texts including modern fiction, traditional stories and legends • Learn a wide range of poems by heart • Prepare poems and play scripts to read aloud and perform using correct intonation, tone to make the meaning clear to the reader 	<ul style="list-style-type: none"> • Explain the meaning of words within the context of the text • Use punctuation to determine intonation and expression when reading aloud • Check that text makes sense and demonstrate an understanding of what has been read • Demonstrate the use of taught reading strategies • Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence (PE) • Predict what might happen from information stated or implied • Re-read and read ahead to locate clues to support understanding • Explore themes within and across texts (link to writing : Overcoming the monster: Journey: Quest etc) • Make comparisons within a text – different characters view about the same topic 	<ul style="list-style-type: none"> • Participate in discussion about books that they read or have been read to them, be able to challenge others views • Discuss texts as a group or class – <i>This reminds me of..... I think that I wonder</i>

- Understand and identify the information which is **Fact** and information that is **Opinion**
- Scan the text to locate key information
- Be able to **summarise the main ideas from one or more paragraphs**
- **Justify opinions with reference to the text**
- Understand, in a variety of different texts, how the structure and presentation contributes to the meaning
- Explore, recognise and use the terms *simile*, *metaphor* and *imagery* and be able to find examples of these within texts
- Explain what effect the authors choice of language has on the reader

Year 5 Whole Class Reading Texts



Year 6

Word Reading	Reading Behaviour	Understanding Text	Discussion and Debate
<ul style="list-style-type: none"> • Work out unfamiliar words focusing on all the letters in the word • Use knowledge of prefixes and suffixes to investigate how the meaning of words change – <i>un+happy+ness</i> • <i>Use suffixes to understand the meaning of words – cious – tious – tial</i> • Read and understand words from the Year 5/6 word list • Use etymology to help pronunciation and understanding of new words 	<ul style="list-style-type: none"> • Recommend texts to peers with reasons for choice e.g. novels, newspaper articles, non-fiction • Express preferences about a wider range of texts including modern/historical fiction, traditional stories and legends • Learn a wide range of poems by heart • Prepare poems and play scripts to read aloud and perform using correct intonation, tone to make the meaning clear to the reader 	<ul style="list-style-type: none"> • Explain the meaning new vocabulary within the context of the text • Use punctuation to determine intonation and expression when reading aloud • Check that text makes sense and demonstrate an understanding of what has been read • Demonstrate the use of taught reading strategies • Use a combination of skimming, scanning and close reading to locate specific details • Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence (PE) • Predict what might happen from information stated or implied • Re-read and read ahead to locate clues to support understanding • Recognise themes within and across texts (link to writing : overcoming the monster: Journey: Quest etc) 	<ul style="list-style-type: none"> • Participate in discussion about books that they read or have been read to them, be able to challenge others views • Discuss texts as a group or class – <i>This reminds me of..... I think that I wonder</i>

- **Make comparisons within a text:** Compare characters within and across text: Compare texts within different time periods
- **Understand and identify the information which is Fact and information that is Opinion**
- **Be able to summarise the main ideas from one or more paragraphs**
- Justify opinions with reference to the text
- Understand, in a variety of different texts, how the structure and presentation contributes to the meaning
- Explore, recognise and use the terms *simile*, *metaphor* and *imagery* and be able to find examples of these within texts
- Explain what effect the authors choice of language has on the reader

Year 6 Whole Class Reading Texts

