



Ottery St Mary Primary School Reading Curriculum Overview



Readers at Ottery St Mary Primary School will:

- Read for pleasure,
- Discuss the things they enjoy in the books they read and recommend books and authors to their peers,
- Know about a wide range of authors,
- Know about a wide range of texts,
- Be able to apply the things they have learned in phonics and spelling to help them read and decode unfamiliar words,
- Enjoy playing with vocabulary and finding out more about the origins of words,
- Apply the things they have discovered through reading both in their writing and their understanding of the wider curriculum,
- Reflect on their learning journey within reading.

Reading for pleasure

Intent	To create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts. Children will have opportunities to browse literature and make a personal choice about what they read in addition to participating in structured reading activities. They will build their preferences in reading and recognise the authors and styles which they enjoy to read. They will engage in discussion about the things they have read with adults and peers and participate in a culture of sharing and recommending books.
Implementation	Reading for pleasure will be at the heart of the reading curriculum and will be implemented through a range of provision (reading aloud, independent reading, guided reading and reading during the English teaching sequence). It will be further supplemented through additional reading activities such as Reading Week, Rock Up and Read and Storytelling evenings .

	Reading aloud will;	Independent reading will;	Guided reading will;	Reading during the English teaching sequence will;	Additional school reading activities will;
Intent by the end of Y6	Expose children to challenging or archaic texts and make connections with their learning. Include discussion of the impact of authorial techniques. Maintain our children's love of reading aloud and sharing stories.	Expose children to age appropriate books, including whole novels. Widen the range and challenge of books read including texts from a wider literary heritage. Enable children to choose fiction or non-fiction to further their own interests or enquiries.	Teach the comprehension and decoding skills required to achieve age related expectations, as detailed in the national curriculum.	Expose children to high quality texts in a variety of text types. These texts will act as models for writing at a higher level than that which children could access independently, they will also act as models for writing for an audience.	Embed a culture of reading for pleasure and sharing stories with peers and adults throughout the school.

Reading aloud					
	EYFS	Y1	Y2	Y3/4	Y5/6
Intent	<p>To build a bank of story and rhyme knowledge.</p> <p>To expose children to texts beyond those which they can read themselves.</p> <p>To expose children to a range of vocabulary beyond that which they can read themselves.</p> <p>To develop an enjoyment for reading.</p>	<p>To widen knowledge of texts and authors including poetry.</p> <p>To sustain stamina in listening to and reading texts.</p> <p>To make connections within a book.</p> <p>To expose children to a range of vocabulary beyond that which they can read themselves.</p> <p>To build upon a love of reading.</p>	<p>To introduce children to a wider range of authors, contexts and genres including non-fiction.</p> <p>To make links between topic work, PSHE ideas and English work.</p> <p>To expose children to a range of vocabulary and authorial techniques.</p> <p>To build upon a love of reading and sharing stories.</p>	<p>To expose children to challenging or archaic texts to make connections with topic work, PSHE ideas and English work.</p> <p>To discuss the impact of authorial techniques.</p> <p>To maintain a love of reading aloud and sharing stories.</p>	
Implementation	<p>Regular exposure to quality texts throughout the school week - including class books which are shared at the end of the day or after lunch.</p> <p>Regular dialogic based discussion activities during reading activities.</p> <p>Teacher reading aloud sessions during guided reading and cross curricular activities.</p> <p>Class texts which link to topic work and further embed the learning across the curriculum.</p>				

Independent reading and home/school reading					
	EYFS	Y1	Y2	Y3/4	Y5/6
Intent	To teach children the skills to independently read phonetically decodable books matched to their phonetic knowledge and skills. For children to seek books to read for pleasure in addition to those linked to their phonics skills. For children to share books with others by reading and recommending.		For children to read age appropriate books and increase stamina for reading. For children to take pride in their independence within reading. For children to seek books to read for pleasure. For children to share books with others	To choose appropriate texts. To read for sustained periods of time. To increase the length and complexity of the texts being read. To read short novels. To read independently with understanding by the end of Y4. To discuss books with their peers and make recommendations. To read and share books for pleasure.	To read age appropriate books, including whole novels. To widen the range and challenge of books read include texts from a wider literary heritage. To use fiction or non-fiction to further their own interests or enquiries. To read for pleasure and make recommendations to their peers.
Implementation	Book bands A range of schemes	Book bands A range of schemes	Book bands A range of schemes Accelerated Reader	Children undertake Star Assessment with Accelerated Reader to establish their ZPD. They then have access to a choice of books from the library bus and regular access to quizzing. There are regularly timetabled sessions during the school day to read and quiz. Children are supported in selecting a wider range of texts from the bus. AR books are to be read at home, home reading to include 20 minutes of reading daily. HiLo books are available to ensure pupils of all levels can select texts which are of interest to them.	

Guided reading / reading instruction					
	EYFS	Y1	Y2	Y3/4	Y5/6
Intent	To teach comprehension and decoding skills required, as detailed in the National Curriculum.				
Implementation	Daily 'Letters and Sounds'	Daily Letters and Sounds Phase 5	No nonsense Spelling	Weekly 'whole class' reading sessions using high quality texts selected by the teacher and ambitiously pitched for the reading level of the class. Teacher modelled reading aloud and no 'cold' reading for pupils. Opportunities for whole class reading aloud and paired reading. Scaffolded questioning including use of sentence stems to support answers. Paired dialogic discussion activities to help children build on their understanding. Follow up activities linked to the national curriculum and differentiated where appropriate.	
Core texts and topic links	Linked to phonics	Linked to phonics	Book of the week: Shared book. Carousel of activities including opportunities for independent reading a book at their level and supported questioning with adults.	Year 3: Time Travelling Cat There is Pharaoh in my Bath The Ice Palace The Secret World of Polly Flint Year 4: My Best Friend the Evacuee The Lion and The Unicorn (Picture book) Friend or Foe (Local link) The Lost Book of Adventure (Non chronological reports) Race to the Frozen North (Biography, Dyslexia friendly) The Littlest Viking The Last Viking (Dyslexia friendly)	Year 5: Street Child Kensuke's Kingdom Percy Jackson - The Lightning Thief Year 6: Variety of extracts and text types. Supported through homework.

Reading during the English teaching sequence						
	EYFS	Y1	Y2	Y3/4	Y5/6	
Intent	To expose children to high quality texts in a variety of text types. These texts will act as models for writing at a higher level than that which children could access independently. They will also act as models for writing for an audience.					
Implementation	First week of each unit of work to include: sharing the text, responding to the text, story mapping and learning sections of the text, exploring the text and summarising the features of the text.					
Core texts	Tradition tales Julia Donalson Non-Fiction books	The train ride Boa's bad birthday Mother Goose What I like	Daisy Doodles Augustus and his smile The disgusting sandwich	Year 3: Doctor K Fisher The Beasties A River Mog's Christmas Calamity Year 4: Penguins (Non fiction) Leon and the Place Between Mimi and the Mountain Dragon I don't Believe It Archie! Oliver and the Seawigs Sea Poetry (Various) Alastair Humphrey's Great Adventurers (Biography) Arthur and the Golden Rope (Myth) Dragons - Truths, Myths and Legends (Mixed text)	Year 5: I am Cat Where my wellies take me Kensuke's Kingdom Ripley's believe it or not Flood Almer Year 6: TBC (under review)	

Additional school reading activities	
Intent	To embed a culture of reading for pleasure and sharing stories with peers and adults throughout the school.
Implementation	Through participation in a number of whole school reading activities including; 'Rock up and Read', storytelling evenings, author visits, reading linked to writing week, reading linked to other curriculum weeks (for example, sharing books during science week).