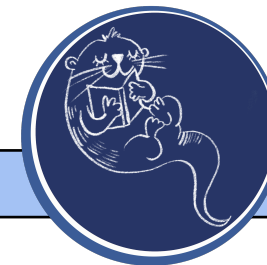




Ottery St Mary Primary School Reading Curriculum Overview



Readers at Ottery St Mary Primary School will:

- Be taught the foundations for reading through a systematic synthetic phonics approach,
- Enjoy reading with their peers in small groups or whole class reading activities
- Read for pleasure,
- Discuss the things they enjoy in the books they read and recommend books and authors to their peers,
- Know about and have access to a wide range of authors,
- Know about and have access to 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 and celebrate their reading milestones.

Intent	To create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts. Pupils 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 reading. They will engage in discussions about the things they have read with adults and peers and participate in a culture of sharing and recommending books. Pupils begin their reading journey at the 'point of success' in order to gain mastery of their own voice and become readers that enjoy reading. Pupils are exposed to high quality texts throughout their time at school.
Implementation	Reading is at the heart of all areas of our curriculum, just as our library is at the heart of our school building. Every class has access to reading for pleasure books, which are taken home to enjoy. In EYFS and Year 1, reading is taught through the Systematic Synthetic Phonics approach of ' <i>Little Wandle Letters and Sounds Revised</i> '. Daily phonics sessions, which are 15-30 minutes long, take place where a new sound is introduced each day and on Friday a review session takes place. 6 weekly assessments take place and inform the teaching sequence. Daily 'keep up' interventions are delivered. Group reading practice takes place 3 times weekly, once children are 'little blenders', following this a book matched to the pupil's phonetic knowledge is then sent home to celebrate pupil's confidence in reading. Following the successful completion of the phonics teaching sequence in year 1, it is the intention that Year 2 pupils onwards will begin to explore reading through the VIPERS approach. VIPERS is a daily half an hour whole class guided reading session, where all pupils share a high quality text through which they are explicitly taught the skills of reading; Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. A range of text types are covered, and are chosen to stretch and challenge all learners. Children have access to a library of books which are aligned to the Accelerated Reader programme. This is carefully monitored by staff to ensure appropriate challenge and that pupils are growing their love for reading. Pupils are encouraged to read at home daily, and progress and attainment through the Accelerated Reader programme is tracked carefully by class teachers.

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

Independent reading and home/school reading					
	EYFS	Y1	Y2	Y3/4	Y5/6
Intent	<p>To teach children the skills to independently read phonetically decodable books matched to their phonetic knowledge and skills.</p> <p>For children to seek books to read for pleasure in addition to those linked to their phonics skills.</p> <p>For children to share books with others by reading and recommending.</p>		<p>For children to read age appropriate books and increase stamina for reading.</p> <p>For children to take pride in their independence within reading.</p> <p>For children to seek books to read for pleasure.</p> <p>For children to share books with others</p>	<p>To choose appropriate texts.</p> <p>To read for sustained periods of time. To increase the length and complexity of the texts being read.</p> <p>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.</p>	<p>To read age appropriate books, including whole novels.</p> <p>To widen the range and challenge of books read include texts from a wider literary heritage.</p> <p>To use fiction or non-fiction to further their own interests or enquiries. To read for pleasure and make recommendations to their peers.</p>
Implementation	<p>Little Wandle Letters and Sounds Revised</p> <p>Following the 3 x weekly group practice reading sessions, pupils are matched to a phonetically decodable book (from the 'Big Cat for Little Wandle Letters and Sounds Revised' books) which is at the 'point of success' for the individual, to be shared at home.</p> <p>Reading for pleasure libraries in each class offer pupils an opportunity to take home a high quality text of interest to them to share at home.</p>		<p>Pupils are given a phonetically decodable book matched to the 'point of success' for the individual child and their phonics knowledge. These are from coloured book bands.</p> <p>Pupils may move on to the Accelerated Reader programme following success at the black/lime reading band.</p> <p>Reading for pleasure libraries in each class offer pupils an opportunity to take home a high quality text of interest to them to share at home.</p>	<p>Children undertake a termly 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.</p> <p>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 school library. AR books are to be read at home, home reading to include 20 minutes of reading daily. 'Quick Read' books are available to ensure pupils of all levels can select texts which are of interest to them.</p> <p>Reading for pleasure libraries in each class offer pupils an opportunity to take home a high quality text of interest to them to share at home.</p>	

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	<p>Daily 'Little Wandle Letters and Sounds revised' sessions</p> <p>Children take part in 'group reading practise sessions' 3x weekly. In the first session, children concentrate on decoding and children revise all the sounds and key words that will be in the book. In the second session children are taught how to read with prosody/expression, having this modelled to them and explicitly demonstrating changes in tone of voice or responses to reading phrases within a text. In the final session, children build their level of comprehension and are encouraged to answer questions about their book by directly referring to the written text.</p>		<p>VIPERS (Vocabulary / Inference / Prediction / Explanation / Retrieval) approach takes place. 'Whole class' reading sessions take place - in year 2 this is weekly, from year 3-6 this is daily. High quality texts are selected by the teacher and ambitiously pitched for the reading level of the class.</p> <p>All children have access to the same book, vocabulary and discussion. There are opportunities for whole class reading aloud and paired reading. Scaffolded questioning including use of sentence stems to support answers takes place. Paired dialogic discussion activities to help children build on their understanding and enhance their reading skills.</p>		
Core texts and topic links	<p>Texts follow the 'Big Cat for Little Wandle Letters and Sounds Revised' scheme.</p>		<p>Year 2 (<i>under development 2022-2023</i>):</p> <p>Fantastic Mr Fox</p>	<p>Year 3:</p> <p>The Legend of Spud Murphy Malala's Magic Pencil The Hodgeheg The Falcon's Malteser Non fiction texts Poetry</p> <p>Year 4:</p> <p>Charlotte's Web Non fiction texts linked to WWII and current events Poetry linked to WWII The Wild Robot The Land of Roar Odd and the Frost Giants Non fiction texts Poetry</p>	<p>Year 5:</p> <p>Street Child There's a Boy in the Girl's Bathroom Kensuke's Kingdom Leo and the Gorgon's Curse Non Fiction texts Poetry</p> <p>Year 6:</p> <p>The Thieves of Ostia The Explorer The London Eye Mystery The Abominables Non Fiction Texts linked to Devon Attractions Poetry</p>

Reading during the English teaching sequence						
	Y1	Y2	Y3	Y4	Y5	Y6
Intent	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	The train ride Oi Frog! What I Like Little Red Hen Boa's Bad Birthday The Day Louis Got Eaten Orion and the Dark Could A Penguin Ride A Bike?	The Book of Hopes Daisy Doodles Tell me a dragon How to catch Santa What happens when Stuck Fatou fetch the water Penguins Amelia Earhart Mrs Armitage	Doctor K Fisher The Beasties A River Mog's Christmas Calamity Rocks - Science in a Flash Rainforest Rough Guide RSPB Letter Paddington Bear Paint me a poem Paperbag Prince	Penguins (Non fiction) Leon and the Place Between Spiderwick Chronicles Mimi and the Mountain Dragon I don't Believe It Archie! Oliver and the Seawigs Alastair Humphrey's Great Adventurers El Caminante (film stimulus) Arthur and the Golden Rope Dragons - Truths, Myths and Legends	I Am Cat Victorian Railway Where My Wellies Take Me Kensuke's Kingdom Ripley's Mighty Machines Flood <i>(under development 2022-2023)</i>	Drove of Bullocks Cars Suspense Stories Cracking Contraptions Charles Dickens (hybrid text) A Poem for Two Voices Replay (film stimulus) <i>(under development 2022-2023)</i>

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; access to reading for pleasure class libraries, world book day, storytelling evenings, author visits, reading linked to writing week, reading linked to other curriculum weeks (for example, sharing books during science week).