

Reading Curriculum Progression Plan

Subject intent (The 'why')

"Write to be understood, speak to be heard, READ TO GROW." (Lawrence Clark Powell)

Intent – for progression in reading

A reader from Hazeldown School will:

- Have access to a rigorous and sequential approach to the reading curriculum which will develop their fluency, confidence and enjoyment in reading.
- At all stages, be assessed to ascertain their reading attainment and progress, carefully tracked throughout their time at our school and gaps will be addressed quickly and effectively for all pupils. Particularly, the lowest 20% who are making the slowest progress.
- Have reading books that connect closely to phonic knowledge that the pupils are taught when they are learning to read.
- Learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, will make sufficient progress to meet or exceed age related expectations.
- By year 3 and above be able to read age- appropriate books.
- Read age appropriate books with increasing stamina as they move up through the school.
- Be Instilled with a love of literature.
- Use and apply their reading skills across the wider curriculum.
- Have planned opportunities and exposure to high- quality text models, in a variety of text types and genres, as models for writing at a higher level than all children could access independently.
- Build preferences in reading and choose to read for pleasure, recognising authors and styles they enjoy, engaging in book discussion alongside adults and peers and be able to make book recommendations.
- Have exposure to quality books for a minimum of ten minutes from the reading spine that has been developed throughout the school.

Reading For Pleasure					
Intent	<p>Create a reading culture where children are exposed to a range of high quality texts in a variety of contexts and have opportunities to browse literature, including the use of the school library and links with the local Teignmouth Library Service, as well as structured reading activities.</p> <p>To build preferences in reading and choose to read.</p> <p>To recognise authors and styles of reading that individuals enjoy.</p> <p>Engaging in book discussion in a range of contexts, alongside both adults and peers.</p> <p>Sharing and recommending a range of books.</p>				
Implementation	All reading contexts below contribute to developing reading for pleasure				
Curriculum Provision					
	FS	Y1	Y2	Y3/4	Y5/6
Reading aloud to children					
Intent	<p>Building a bank of story and rhyme knowledge.</p> <p>Exposing children to texts beyond what they can read themselves.</p> <p>Developing an enjoyment of reading.</p>	<p>Widening knowledge of texts, and authors, including non-fiction and poetry.</p> <p>Sustaining stamina in listening and reading texts.</p> <p>Making connections within a book.</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural.</p>	<p>Exposing children to challenging and archaic texts eg language themes.</p>	
Implementation	<p>Daily exposure to quality books for a minimum of ten minutes.</p> <p>Development of a reading spine (with suggestions for progression through Pie Corbett's Reading Spine materials.)</p>				
Core Texts	<p>Peace at Last –</p> <p>Can't you sleep little bear</p> <p>Where the wild things are</p> <p>The Elephant and the Bad Baby</p> <p>Avocado Baby</p> <p>The Tiger who came to Tea</p> <p>Lost and Found</p> <p>Knuffle Bunny</p> <p>Beegu</p> <p>Dogger</p> <p>Cops and robbers</p> <p>Augustus and his Smile</p> <p>Elmer</p> <p>Traditional Stories -</p>	<p>Traction man is here</p> <p>Meerkat mail</p> <p>Amazing Grace</p> <p>Dr Xargle's book of earthlets</p> <p>Tuesday</p> <p>The flower</p> <p>Gorilla</p> <p>Emily Brown and the thing</p> <p>Frog and the toad together</p> <p>The owl who was afraid of the dark</p> <p>The Giraffe, the pelly and me</p> <p>Fantastic Mr Fox</p>	<p>Year 3</p> <p>The River Book by Dr Brian Knapp(Non-fiction)</p> <p>Charlie and the Chocolate Factory</p> <p>Hansel and Gretel by Anthony Browne</p> <p>Who Let The Gods Out by Maz Evans</p> <p>Hopeless Heroes- Here comes Hercules</p> <p>101 Dalmations</p> <p>I don't believe it, Archie!</p> <p>Stig of the Dump</p> <p>Iron Man</p>	<p>Year 5</p> <p>At the house of the magician</p> <p>Treason</p> <p>The Lion, the witch and the wardrobe</p> <p>The Secret Garden</p> <p>Tom's Midnight Garden</p> <p>Horrible Histories – Egyptians</p> <p>Secrets of a sun king</p> <p>Are humans damaging the atmosphere? (Non-Fiction)</p> <p>Cosmic</p> <p>A Street through time</p> <p>Diary of a time-traveler</p>	

	<p>Nursery Rhymes The Great Kapok Tree Summer term – Plan to read small chapter books – Roald Dahl / David Walliams etc</p>	<p>The hodgeheg Flat Stanley Willa and old Miss Annie</p>	<p>Dinosaurs and Dinner Ladies by John Dougherty</p> <p>Year 4 The Indian in the Cupboard – Lynn Reid Banks George’s Marvellous Medicine – Roald Dahl Escape from Pompeii – Christina Balit Romulus and Remus Myth I Was There 1066 – John Elridge Demon Dentist – David Walliams Poems to Perform – Julia Donaldson</p>	<p>Year 6 Fireweed by Jill Paton Walsh Clockwork by Philip Pullman Storm Breaker by Anthony Horowitz</p>
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Independent Reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills.	Read age- appropriate books Increasing stamina.	Choosing appropriate texts Reading for sustained periods of time. Increasing the length and complexity of texts being read. Read short novels independently with understanding (by end of Y4)	Reading age appropriate books, including whole novels. Widening the range and challenge of books they read; including texts from a wider literacy heritage.
Implementation	Decodable books selected based on link to letters and sounds phases. Books selected by adult in class. Books changed three times a week. Opportunity to take home a book to share for pleasure in addition to decodable text.	Books selected based on Accelerated Reader range (AR). Teachers monitor through AR reports and the use of the class reading tree Opportunity to take home a book in addition to AR book and access to Oxford owl e-books for pupils still accessing ORT		

	Oxfordowl ebooks- home link as part of home learning				
Curriculum Provision					
	FS	Y1	Y2	Y3/4	Y5/6
Guided Reading/ reading instruction					
Intent	To teach the comprehension and decoding skills required to reach age related expectations as detailed in the National Curriculum.				
Implementation	Daily Letters and Sounds sessions Additional guided reading to ensure independent application and to develop comprehension skills.	30-minute whole class guided reading session or group guided reading session each week. 30 -minute guided reading follow up session per week- independent activities enabling children to practice and apply reading skills (when not in a guided group with the teacher). An increasing expectation for written recording of understanding through KS2. Additional guided reading for identified pupils to ensure development of comprehension skills, including pupils targeted for Greater Depth.			
Core Texts	Guided reading books are matched to phonics, weekly phonics focus.	Jumping Jack King of the birds Peanuts How to kick start a dragon Breakfast Hansel and Gretel The magic coat Toad is in the road Little red dragon Lake of stars The pond Princess smarty pants The magic jigsaw Caring for our world The truth about Hansel and Gretel The ragged school The magic boots The hairy toe Big Barry baker Kim and the missing paint pot The lost chimp	Year 3 Newspaper reports- Flooding(Cornerstones) Poem- The Frozen Man (Rethink Reading) Princess and the Pea Pea and the Princess (Rethink Reading) The Stinky Cheese man and other stories- The Prince and the Bowling ball Myth Atlas by Thiago de Moraes I am Zeus by The Story of Bonnie and Clyde-poem Riddles- Who am I? (Cornerstones and rethink reading) Information texts on Stone Age Stone Age Boy Penguins (Rethink reading)- information text	Year 5 Alice's adventures in wonderland Harry Potter extracts The Secret Garden Tom's Midnight Garden FArTHER by Grahame Baker-Smith (Rethink Reading) The House of Air by Phillip Gross and Silver by Walter de la Mare (Rethink Reading-poetry) Year 6 Range of non-chronological reports Reports on Dr William Harvey (Cornerstones) FArTHER by Grahame Baker-Smith (Rethink Reading) Way Home by Libby Hathorn and Gregory Rogers (Rethink Reading)	

		<p>The crab dragon Green planet kids Snore All about Robin Hood Georgie peck Little red riding hood Time for a party Silver foil rocket Tom, dick and dad Chug Crunch</p>	<p>Extracts from Diary of a wimpy kid Spinners (SATS- explanation text)</p> <p>Year 4 Native American Myths – Daughter of the Sun Christopher Columbus Rainforests Weeds Poetry Romeo and Juliet Playscript The Frozen Man Poem Roman Soldier Letter (cornerstones) PIRA style questions Wildlife. Monster Slayer Brian Patten Henry the Serf Diary Entry (cornerstones) The Wretched Survey Playscript (cornerstones) Paddington Bear Myth Atlas Terrible Teeth Newspaper Report (cornerstones) The Paperbag Prince Carry Me Away – poems by Matt Goodfellow The Sound Collector Robert McGough Song lyrics Information Leaflet</p>	<p>The House of Air by Phillip Gross and Silver by Walter de la Mare (Rethink Reading-poetry)</p>
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Shared reading as part of teaching sequence	
Intent	Exposing children to a high quality text model in a variety of text types, as models for writing at a higher level than all children could access independently.

Implementation	First week of each teaching sequence, sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure, summarise text features(reading objectives identified on sequence planning)			
Core Texts	<p>E-mails and letters</p> <p>Traction Man – Variety of poems based on the senses.</p> <p>Images and artwork of the Great fire or London</p> <p>Fire of London information text</p> <p>Augustus and his Smile – Catherine Rayner</p> <p>Animal information text – Usborne / clips etc</p> <p>Jack and the Beanstalk</p> <p>Rainforest info text/ climate change / leaflet</p> <p>Red Riding Hood</p> <p>Image of a forest based on school trip.</p>	<p>Non fiction texts – seashore</p> <p>Snail and the Whale</p> <p>Children’s scrap books</p> <p>George’s marvelous medicine</p> <p>Recipe books</p> <p>The frog prince</p> <p>Fact files about sports people</p> <p>Pied Piper of Hamelin</p> <p>The singing Mermaid</p> <p>Revoltng rhymes</p> <p>The steadfast tin soldier</p> <p>Grace darling</p> <p>The pirate Cruncher</p> <p>How Pirates really work</p> <p>The Very Busy Spider</p> <p>Focus on insects (Non-fiction)</p> <p>Bugs, bees and other buzzy creatures</p> <p>Mad about minibeasts.</p>	<p>Year 3</p> <p>Non fiction texts- rivers</p> <p>Newspaper articles- should houses be built on flood plains?</p> <p>Anthology of poems</p> <p>Hansel and Gretel</p> <p>A revoltng recipe</p> <p>Story of Icarus and Daedalus</p> <p>Theseus and the Minotaur</p> <p>Pandora’s Box</p> <p>Greek Myth Play scripts</p> <p>Range of biographies</p> <p>Information texts- bronze age</p> <p>Stone Age Boy</p> <p>Diary extracts</p> <p>Predator and prey text (Cornerstones)</p> <p>An Anthology of Intriguing Animals</p> <p>Year 4</p> <p>Indian in the Cupboard</p> <p>Travel Brochures</p> <p>George’s Marvellous Medicine</p> <p>The Witches Spell Macbeth</p> <p>Escape from Pompeii</p> <p>Romulus and Remus</p> <p>I was there 1066 – John Elridge</p> <p>Henry the Serf Diary Entry (cornerstones)</p> <p>Demon Dentist David Walliams</p> <p>DK Encyclopedia</p> <p>Information Leaflets</p>	<p>Year 5</p> <p>At the house of the magician</p> <p>Treason</p> <p>The Lion, the witch and the wardrobe</p> <p>Allotment</p> <p>The Secret Garden</p> <p>Extracts from Tom’s Midnight Garden</p> <p>Horrible Histories – Egyptians</p> <p>Secrets of a sun king</p> <p>Are humans damaging the atmosphere? (Non-Fiction)</p> <p>Cosmic</p> <p>A Street through time</p> <p>Diary of a time-traveler</p> <p>Year 6</p> <p>non-chronological reports about the heart</p> <p>Reports on Dr William Harvey (Cornerstones)</p> <p>Collection of biographies</p> <p>Extracts from Anne Frank’s Diary</p> <p>Extracts from My Secret War Diary by Flossie Albright</p> <p>Storm Breaker by Anthony Horowitz</p> <p>Nonet poetry (Cornerstones)</p>

				Poems to Perform – Julia Donaldson	
Core texts to support reading to learn across the curriculum (SOLE)					
	FS	Y1	Y2	Y3/4	Y5/6
Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects.		Listen to, discuss and read independently, texts which develop the knowledge across the wider curriculum.	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading text books from across the curriculum and in contexts, including through the use of online texts, where pupils are genuinely motivated to find out information.
Implementation	Need to add		Throughout each learning journey, and as part of SOLE research, independent reading, research for home learning which provides opportunities to find further information and develop knowledge across the wider curriculum.	Throughout each learning journey, and as part of SOLE research, independent reading, research for home learning which provides opportunities to find further information and develop knowledge across the wider curriculum	
Core Texts	Year 1 Traction Man – Variety of poems based on the senses. Images and artwork of the Great fire or London Augustus and his Smile – Catherine Rayner Jack and the Beanstalk Red Riding Hood Jabuti the tortoise – other mythical stories from ‘Rio de Vida’ (Cornerstones)		Non fiction texts – seashore Snail and the Whale Children’s scrap books George’s marvelous medicine Recipe books The frog prince Fact files about sports people	Greek Gods and Heroes by Baussier and Almasty The Orchard book of Greek Myths by Geraldine McCaughrean Celtic Stories (Cornerstones) Haiku poem- predator and prey Text- Eagle and birds of prey Alligator or crocodile	Year 5 Year 6 How to measure your heart, Blood flow, how to make blood (Cornerstones articles) Articles about WW2- internet research Range of nonet poems Selection of newspaper reports Malware and e safety articles (Cornerstones) Biographies of famous artists- internet search

	FS	Y1	Y2	Y3/4	Y5/6
Assessment					
Assessment evidence in order to assess impact	EYFSP Phonics Screening Test Observations of reading behaviour and talking to children Independent and home reading records Running records to assess fluency and accuracy Benchmarking Kit Reading comprehension termly tests (year 1)	SAT's Phonics Screening Test Observations of reading behaviour and talking to children Independent and home reading records Running records to assess fluency and accuracy Benchmarking Kit Reading comprehension tests Guided reading records AR assessments	AR Assessments- half termly reading comprehension termly tests Observations of reading behaviour and talking to children Independent and home reading records Guided reading records Weekly written follow up tasks/ responses to reading activities Verbal and written book reviews and recommendations	AR Assessments- half termly Rising Stars reading comprehension termly tests Observations of reading behaviour and talking to children Independent and home reading records Guided reading records Weekly written follow up tasks/ responses to reading activities Verbal and written book reviews and recommendations	
Assessment Expectations (what assessment criteria are used? When? Moderation?)	December and June moderation Benchmarking -half termly Use of reading assessment grids- ongoing Phonics assessments- termly Year One - NTS comprehension tests- termly	Benchmarking -half termly Use of reading assessment grids- ongoing AR Star tests- half termly NTS comprehension tests- termly SATs tests	December and June moderation Use of reading assessment grids AR Star tests- half termly NTS comprehension tests- termly	December and June moderation Use of reading assessment grids AR Star tests- half termly NTS comprehension tests- termly SATs tests – half termly End of Key Stage Two SAT tests	
Impact End of year expectations-	By end of Y1 Phonically decodable texts – phase 5 FS- yellow + (level 3 ORT) Book bands turquoise + (ORT level 6)	By end of Y2 AR level 1.9+ Book bands Gold + Reading age 7.0+ (ORT Level 11+)	By end of Year 3 AR level 2.9+ Bookband Sapphire + Reading age 8+ By end of Year 4 AR level 3.9+ Reading age 9+	By end of Y5 AR 4.9+ Reading age 10+ By end of year 6 AR 5.9+ Reading age 11+	