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| **Marwood Primary School Reading Curriculum Statement** |

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr Seuss

At Marwood Primary School, we believe that speaking, listening, reading and writing are fundamental life skills, which enable children to communicate effectively in all areas of the curriculum and equips them for the challenges they will face in the wider world. The Dr Seuss quote above reflects our belief that the ability to read proficiently enables children to access the wider curriculum and is subsequently their passport to success in later life. As well as improving their reading skills, we aim for our children to develop a love of reading, appreciating our rich and varied literary heritage and forming a habit of reading widely and often.

**Marwood Primary School Intent for Reading**

At Marwood we are determined that

* Every pupil will learn to read, regardless of their background, needs or abilities.
* All pupils, including the weakest readers, are supported to enable them to make sufficient progress to meet or exceed age-related expectations.
* Children are able to develop vocabulary, language comprehension, and love of reading through stories, poems, rhymes and non-fiction
* Children are familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
* Marwood’s phonics programme matches or exceeds the expectations of the national curriculum and the Early Learning Goals.
* Marwood staff have clear expectations of pupils’ phonics progress term by term, from Reception to end of Year 1.
* Ongoing assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace. If they do fall behind, targeted support is given immediately.
* The sequence of reading books shows cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme.
* Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.
* Teachers will give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both in school and at home.
* On finishing the book band spine at the end of KS1 early KS2, children are supported in becoming developing readers and have a wide range of age and level-appropriate books to choose from.
* Marwood staff have developed sufficient expertise in the teaching of phonics and reading to inspire and equip all children with the skills needed to enjoy and succeed in reading.

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| Reading for pleasure  |
| Intent |  Create a reading culture where:Children gain a deep love of literature across a range of genres, cultures and styles. Children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activitiesChildren are exposed to a breadth of high-quality texts during the writing teaching sequences which includes text analysis and deconstruction.Children build preferences in reading and to choose to readChildren recognise individual authors and styles that they enjoy Children engage in book discussion in a range of contexts, alongside both adults and peersChildren have opportunities for sharing and recommending a range of books |
| Implementation | All reading contexts below contribute to developing reading for pleasure* Well-chosen and engaging curriculum texts
* Re-think reading scheme will be used to systematically improve children’s ability to read and respond to texts.
* Annual book fair to promote new books available as well classic texts
* Involvement in World Book Day – whole school reading activities to share a love of books
* Involvement in Appledore Book Festival annually and author visit / workshops
* Class book corners
* High quality whole class stories
* Focus on maintaining high quality, interesting and well-matched books into library
* Lunch time reading club / book swap / review sharing to be developed
* Opportunities for older children to read to younger pupils
* Reading competitions
* Development of school library area
* Reading at home supported through website / workshops/ regular communications/ reading records / journals
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| Curriculum Provision: |
|  | **EYFS** | **Y1/2** | **Y3/4** | **Y5/6** |
| Reading aloud to children |
| Intent | Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in story times.  Learn rhymes, poems and songs.Compare and contrast characters from stories, including figures from the past. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Learn new vocabulary. | Building a bank of story and rhyme knowledgeExposing children to texts beyond what they can read themselvesDeveloping an enjoyment for reading Widening knowledge of texts and authors, including non-fiction and poetrySustaining stamina in listening and reading textsMaking connections within a book | Introducing children to a wider range of authors and contexts e.g. historical and cultural | Exposing children to challenging and archaic texts, e.g., language, themes,  |
| Implementation | Daily exposure to quality books for a minimum of ten minutesDevelopment of a reading spine from YrR to Y6‘ReThink Reading’ scheme books and sequences embedded in planning |
| Core texts | Brown Bear, Brown Bear by Eric Carle Dear Zoo by Rod Campbell Dogger by Shirley Hughes Each Peach Pear Plum by Allan Ahlberg and Janet Ahlberg Elmer by David McKee Giraffes Can't Dance by Giles Andreae Gruffalo by Julia Donaldson Guess How Much I Love You by Sam McBratney Handa’s Surprise by Eileen Browne Meg and Mog by Helen Nicholl Oliver’s Vegetables by Vivien French Peace At Last by Jill Murphy Peepo! by Allan Ahlberg and Janet AhlbergThe Rainbow Fish by Marcus Pfister Room on the Broom by Julia Donaldson Shark in the Park by Nick Sharratt Stick Man by Julia Donaldson and Axel Scheffler Tabby McTat by Julia Donaldson Argh Spider by Lydia Monks Ten in the Bed by Penny Dale Ten Little Dinosaurs by Mike Brownlow The Duck and the Truck by Jez Alborough The Gruffalo's Child by Julia Donaldson The Highway Rat by Julia Donaldson The Jolly Postman by Allan Ahlberg and Janet Ahlberg The Scarecrows' Wedding by Julia Donaldson The Snail and the Whale by Julia Donaldson The Tiger Who Came to Tea by Judith Kerr The Very Hungry Caterpillar by Eric Carle There Was an Old Lady Who Swallowed a Fly by Pam Adams Tiddler by Julia Donaldson Tiny Seed by Eric Carle We're Going on a Bear Hunt by Michael Rosen What the Ladybird Heard by Julia Donaldson Where the Wild Things Are by Maurice Sendak Where's Spot? by Eric Hill Aliens Love Underpants by Claire Freedman Dr Xargle’s Book of Earthlets by Jeanne Willis Father Christmas Needs A Wee by Nicholas Allan The Paper Dolls by Julia Donaldson Pumpkin Soup by Helen Cooper The Naughty Bus by Jan Oke Not a Stick by Antoinette Portis Not a Box by Atoinette Portis A Children's Treasury of Milligan by Spike Milligan Commotion in the Ocean by Giles Andrae Rumble in the Jungle by Giles Andrae You Choose by Nick Sharratt | Aliens Love Underpants by Claire Freedman Cat In The Hat by Dr Seuss Dougal's Deep-Sea Diary by Simon BartramFunny Bones by Allan Ahlberg Giraffes Can't Dance by Giles Andreae Hairy Maclary from Donaldson’s Dairy by Lynley Dodd How to Catch a Star by Oliver Jeffers I Will Never Not Ever Eat a Tomato by Lauren Child Lost and Found by Oliver Jeffers Oliver's Vegetables by Vivian French Peace at Last by Jill Murphy The Scarecrows' Wedding by Julia Donaldson Superworm by Julia Donaldson The Blue Balloon by Mick Inkpen The Jolly Christmas Postman by Janet and Allan Ahlberg The Day the Crayons Quit by Drew Daywalt Oliver Jeffers The Gruffalo by Julia Donaldson The Heart and the Bottle by Oliver Jeffers The Jolly Postman by Janet and Allan AhlbergThe Lighthouse Keeper’s Lunch by Ronda Armitage The Tiger Who Came to Tea by Judith Kerr Whatever Next by Jill Murphy Where the Wild Things Are by Maurice Sendak Dogger by Shirley HughesElmer by David Mckee Meerkat Mail by Emily Gravett Owl Babies by Martin Waddell The Enormous Crocodile by Roald Dahl The Man on the Moon by Simon BartramThe Mousehole Cat by Antonia Barber The Snail and The Whale by Julia Donaldson The Stick Man by Julia DonaldsonThe Tiny Seed by Eric CarleZoo by Anthony Browne The Day the Crayons Came Home by Drew Daywalt and Oliver Jeffers Room on the Broom by Julia Donaldson Look What I've Got by Anthony Browne Would You Rather? by John Burningham You Can't Catch Me by Michael Rosen and Quentin Blake On The Way Home by Jill Murphy Kipper by Mike InkpenSix Dinner Sid by Inga Moore Farmer Duck by Martin Waddell  | **Fiction:**Cinderella of the NileLittle RedRapunzel: A Groovy 1970s RetellingThe Pea and the Princess Dare to care: Pet DragonHow to Train Your DragonDragons, Truth, Myth and LegendThe Iron ManWhere the Forest Meets the SeaKensuke’s KingdomThe Lost MagicianThe Wizard of OzUntil I met Dudley**Non-Fiction:**The Great Fire of LondonHow to invent Fantastically Great Women Who Changed the WorldRainforest Rough GuideTropical RainforestsBook of Bones: 10 Record Breaking AnimalsBeatrice’s Dream**Poetry:**Poetry PiePaint me a PoemThe WorksA River | The Boy at the Back of the classroomWhere the Mountain Meets the moonAlice in WonderlandThe Boy in striped PyjamasJourney to the River SeaThe Book of HopesOnce Jazz Harper – Space ExplorerLeila Cat GoddessHolesCode Cracking for Beginners |

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| Independent reading and home/school reading |
| Intent | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  | Reading age-appropriate books Increasing staminaIndependently reading phonically decodable books matched to their phonic knowledge and skills | Choosing appropriate textsReading for sustained periods of timeIncreasing the length and complexity of texts being readRead short novels independently with understanding (by end of Y4)Children supported in making appropriate book choices as they move on to being developing readers from book bands | Reading age appropriate books, including whole novels.Widening the range and challenge of books they read, including texts from a wider literary heritage.Children supported in making appropriate book choices as they move on to being developing readers on TreeTops spine in KS2 |
| Implementation | Decodable books selected based on link to Letters and Sounds phasesBooks selected by adult in classBooks changed twice a week Opportunity to take home a book to share for pleasure in addition to decodable text | From end of Word Sparks decodable reading bands onwards, children become developing readers and have a choice of OUP Oxford Reading Tree books on elibrary and in paper form.Books selected based on carefully selected developing reader spine, recommendations from peers and with support of 5finger check and staffTeachers monitor through guided reading sessions and reading journalsOpportunity to take home a book from classroom selectionAt KS1 and FS, chn will take home a decodable book at the phase and stage being taught in phonics each week, a banded book appropriate to the individual’s reading ability and a ‘partner text’ from the reading corner or school library which will challenge and expand their reading experience with support.At KS2, Children will take home a book from the reading spine that is appropriate to their level (or an equivalent ebook) and a book from the class reading corner or school library.  |
| Guided reading/reading instruction |
| Intent | To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum) |
| Implementation | At FS / Y1, Daily Synthetic Phonics sessions x 2 plus a guided reading session sharing a text as guided reading session on roation through week.Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school’s phonic programme. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  | In Y2-6, guided reading sessions on rotation through the week. Daily 30 minute guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher)An increasing expectation of written recording of understanding through KS2UKS2 Whole class reading to include reading aloudUKS2 Whole class reading comprehension instruction through Guided reading groups and pre-teaching Y1 Daily Synthetic Phonics sessionsAdditional guided reading to ensure independent application and to develop comprehension skillsPre-Teach/ ‘Pick me up’ of necessary skills or for initial read of text for chn not meeting expectations |

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| Core texts | Reading sets from OUP | Reading sets from OUP | **OUP ORT spine ‘Greatest Stories’ & Infact****ReThink Reading texts**:All the King’s TightsIn Your Dreams Out For the Count Penguins Squishy McFluff the Invisible Cat The Cat, The Dog, Little Red… The Julian Stories The Lion and the Unicorn The Pea and the Princess The Frozen Man (poem) The Penguin in Lost Property Tropical Rainforests Weeds (poem) Welcome to the Rock PoolClass sets:One dog and his boy (Eva Ibbotson) The Abominables (Eva Ibbotson)Billy the Kid (Michael Morpurgo) Shadow (Michael Morpurgo)Cool (Michael Morpurgo)The Butterfly Lion (Michael Morpurgo) Toro! Toro! (Michael Mopurgo)Lady Lollipop (Dick King-Smith) Clever Lollipop (Dick King-Smith)Dear Max (Sally Grindley)Woof (Allan Ahlberg) Little Leap Forward (Clare Farrow and Guo Yue) Bill’s New Frock (Anne Fine)Ottoline and the Yellow Cat (Chris Riddell) The Twits (Roald Dahl) The Iron Man (Ted Hughes) The Worst Witch (Jill Murphy)The Pirates Next Door (Jonny Duddle) The World According to Humphrey (Betty G. Birney)  | **OUP ORT spine ‘Greatest Stories’ & Infact****ReThink Reading texts**:A Drove of Bullocks Apple Raid (poem) Bluebottle (poem) FArTHER Guess From the Shadow Cage Jabberwocky (poem) Mr William Shakespeare’s Plays Mushrooms (poem) Mysteries of Çatalhöyük Pirates Silver (poem) The Fib The House of Air (poem) The Promise The Snow Queen The Viewer Varmints Way Home Work and Play (poem)Class sets: My name is Mina Stig of the dump The Sea PiperAuthor study: Michael MorpurgoWhy The Whales Came The Wreck of Zanzibar War Horse My friend Walter Farm Boy Sleeping Sword |

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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) |

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| Core texts | The Family Book – Todd ParrMonkey puzzle – Julia Donaldson(Fiction)You Choose – Nick Sharratt(Non-fiction)Puffin Book of VerseThe feelings book – Todd Parr (Fiction)The bad tempered ladybird – Eric Carle (fiction)How do you feel? – Anthony Browne (non-fiction)Caring for our bodies –Deborah Chancellor (non-fiction)Oliver’s vegetables – Vivian French (fiction)I don’t want to wash my hands – Tony Ross (fiction)Polar animals – Wade Cooper (non-fiction)Arctic life – Collins big cat – Sean Callery (non-fiction)The little Polar bear – Hans de beer (fiction)Lost and found – Mick Inkpen (fiction)The tiny seed – Eric Carle (non-fiction)Jasper’s beanstalk – Nick Butterworth and Mick Inkpen (non-fiction)Mog the forgetful cat – Judith Kerr (fiction)Watch me grow, farm animals – Dorling Kindersley (non-fiction)In the castle – Anna Milbourne (non-fiction)Fairytales: Cinderella, Beauty and the beast, The princess and the pea, Snow White, The twelve dancing princesses, The frog prince, Sleeping Beauty | Tell Me A Dragon by Jackie Morris Creature Features Dinosaurs by Natasha DursleyReptiles by Angela RoystonSnow In The Garden by Shirley Hughes (Christmas)Bonkers About Beetroot by Cath JonesWhat I Like by Gervais PhinnWeather by Steffi Kavall-ClarkeThis is How We Do it by Matt LamotheThe Three Little Pigs by Mara Alperin & Ag JatowskaThe Slime Book: All You Need To knowOi! Frog by Kess GreyI Love Bugs by Emma DoddThe Naughty Bus by Jan & Jerry OkeOn The Road by Susan StegallThe Train Ride by June Crebbin Amelia Earhart by Izabel Sanchez-VergaraTransport by Ruth Thompson Hidden World: Ocean by Libby WaldenFirst Book of The Sea by Emily Sutton How To Grow Your Own Lettuce by Helen LanzStory Path by Kate Baker & Madalena Matoso Ellsworth’s Extraordinary Electric Cars by Valarie Fisher | Beatrice’s DreamKensuke’s KingdomPaint me a poemFractured fairy TalesCinderella of the NileHow to look after a dragonDragons: Truth, Myth and LegendThe Great Fire of LondonUntil I met DudleyBook of BonesUsborne book of Greek MythsFantastically Great Women who changed the worldIron ManPoetry PieThe Lost Magician The Wizard of OzRainforest Rough GuideWhere the Forest meets the SeaPlayscripts | Shackleton’s JourneyCracking ContraptionsThe Snow QueenSecrets of Stone HengeA journey through the History of MagicHarry Potter & PSWeslandiaExtreme AnimalsDrove of BullocksAre humans Ruining the Environment?Shakespeare’s PlaysWhat they Don’t tell you about Shakespeare BeowulfJazz Harper – Space ExplorerThe Lost WordsThe HighwaymanHarris BurdockWhere my Wellies Take MeWhat are we Fighting For?What a wonderful worldWWII reference booksMy Secret War diary Christmas DiariesThe Tear ThiefAnimaliumJungle Survival HandbkFlood |
| Core reading texts to support reading to learn across the curriculum |
| Intent | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculumListen 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 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 textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information. |
| Implementation | ReThink Reading non-fiction texts available to all classes.Non-fiction texts read aloud to (and discussed with) children to support learning, provide information and reinforce understanding.Familiar non-fiction texts available for children to access/refer to in continuous provision. | ReThink Reading non-fiction texts available to all classesChildren listen to and engage in discussions about wider curriculum-relevant texts beyond their own reading ability.Children have access to a range of age-appropriate, high-quality non-fiction/ information texts for fact retrieval, research and models of text types. | Children have access to a wide range of high-quality non-fiction/ information texts for fact retrieval, research and models of text typesReThink Reading non-fiction texts available to all classesOUP ORT non-fiction books where appropriate to curriculum map |
| Core texts | You Choose – Nick Sharratt(Non-fiction)How do you feel? – Anthony Browne (non-fiction)Caring for our bodies –Deborah Chancellor (non-fiction)Polar animals – Wade Cooper (non-fiction)Arctic life – Collins big cat – Sean Callery (non-fiction)The tiny seed – Eric Carle (non-fiction)Jasper’s beanstalk – Nick Butterworth and Mick Inkpen (non-fiction)Watch me grow, farm animals – Dorling Kindersley (non-fiction)In the castle – Anna Milbourne (non-fiction) | Creature Features Dinosaurs by Natasha DursleyReptiles by Angela RoystonWhat I Like by Gervais PhinnWeather by Steffi Kavall-ClarkeThis is How We Do it by Matt LamotheThe Slime Book: All You Need To knowI Love Bugs by Emma DoddAmelia Earhart by Izabel Sanchez-VergaraTransport by Ruth Thompson Hidden World: Ocean by Libby WaldenFirst Book of The Sea by Emily Sutton How To Grow Your Own Lettuce by Helen LanzEllsworth’s Extraordinary Electric Cars by Valarie Fisher |  | Famous People who changed the world (series)Vikings and Anglo SaxonsPlanetariumAnimaliumSettlementsChildren like Me –DK UKFirst news publication |
| Assessment |
| Assessment Evidence in order to assess impact  | EYFSPObservations of reading behaviour and talking to pupilsIndependent and home reading recordsRunning records to assess fluency and accuracy - benchmarkingPhonic assessments | Small guided reading groups with T and TA on rotation -Babcock guided reading grids / Teacher recordsPM benchmarking for WT chn while we familiarise ourseles with OUP benchmarking Y2 SATsPhonics Screening CheckObservations of reading behaviour & talking to pupilsIndependent and home reading recordsGuided reading recordsRunning records to assess fluency and accuracyPhonic Screening CheckObservations of reading behaviour and talking to pupilsIndependent and home reading recordsRunning records to assess fluency and accuracy-benchmarkingPhonic assessments | Small guided reading groups with T and TA on rotation -Babcock guided reading grids / Teacher recordsPM benchmarking for WT chn while we familiarise ourseles with OUP benchmarkingNfER/ CGP papers as practiceObservations of reading behaviour & talking to pupilsIndependent and home reading journals -Written responses to reading activitiesVerbal and written bookreviews & recommendations | Small guided reading groups with T and TA on rotation -Babcock guided reading grids / Teacher recordsPM benchmarking for WT chn while we familiarise ourseles with OUP benchmarkingOld SATs/ CGP papers as practiceObservations of reading behaviour & talking to pupilsIndependent and home reading journals -Written responses to reading activitiesVerbal and written bookreviews & recommendations |
| Assessment Expectations (what assessment criteria are used? When? Moderation? | At the end of EYFS children should attain the reading ELG as part of the first 12 ELGs in order to have achieved a ‘good’ level of development. This is assessed using teacher judgement in June. | National Curriculum ExpectationsBabcock Guided Reading Assessment GridsPM Benchmark running record assessmentsReading journals containing record / activities / reviews checked weekly | National Curriculum expectationsBabcock reading assessment gridsOUP assessment for level boundaries being implementedReading records checked weeklyTermly formal assessment | National Curriculum expectationsBabcock reading assessment gridsOUP assessment for level boundaries being implementedReading journals containing record / activities / reviews checked weeklyTermly formal assessmentWeekly intervention 1-to-1 reading with TA for LA chn1-to-6 with T |

**IMPACT**

At Marwood we have a community of enthusiastic readers who experience a wide range of authors, genres, writing styles and text types. They are increasingly able to make judgements about good book choices independently and have a spine which structures these choices in conjunction with experienced staff who are able to guide them. The children enjoy showcasing their developing reading skills and expanding reading experience and love to discuss and share their preferences, reactions and recommendations. Their secure reading skills enable them to access the full curriculum and nurture a joy of reading that opens up a world of opportunities and possibilities for further learning, study and enjoyment and to be successful in the wider world.