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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 activities  Children 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 read  Children recognise individual authors and styles that they enjoy  Children engage in book discussion in a range of contexts, alongside both adults and peers  Children 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 | | | |
| 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 knowledge  Exposing children to texts beyond what they can read themselves  Developing an enjoyment for reading  Widening knowledge of texts and authors, including non-fiction and poetry  Sustaining stamina in listening and reading texts  Making 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 minutes  Development 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 Ahlberg  The 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 Bartram  Funny 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 Ahlberg  The 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 Hughes  Elmer 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 Bartram  The Mousehole Cat by Antonia Barber  The Snail and The Whale by Julia Donaldson  The Stick Man by Julia Donaldson  The Tiny Seed by Eric Carle  Zoo 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 Inkpen  Six Dinner Sid by Inga Moore  Farmer Duck by Martin Waddell | **Fiction:**  Cinderella of the Nile  Little Red  Rapunzel: A Groovy 1970s Retelling  The Pea and the Princess  Dare to care: Pet Dragon  How to Train Your Dragon  Dragons, Truth, Myth and Legend  The Iron Man  Where the Forest Meets the Sea  Kensuke’s Kingdom  The Lost Magician  The Wizard of Oz  Until I met Dudley  **Non-Fiction:**  The Great Fire of London  How to invent  Fantastically Great Women Who Changed the World  Rainforest Rough Guide  Tropical Rainforests  Book of Bones: 10 Record Breaking Animals  Beatrice’s Dream  **Poetry:**  Poetry Pie  Paint me a Poem  The Works  A River | The Boy at the Back of the classroom  Where the Mountain Meets the moon  Alice in Wonderland  The Boy in striped Pyjamas  Journey to the River Sea  The Book of Hopes  Once  Jazz Harper – Space Explorer  Leila Cat Goddess  Holes  Code 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 stamina  Independently reading phonically decodable books matched to their phonic knowledge and skills | 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)  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 phases  Books selected by adult in class  Books 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 staff  Teachers monitor through guided reading sessions and reading journals  Opportunity to take home a book from classroom selection  At 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 KS2  UKS2 Whole class reading to include reading aloud  UKS2 Whole class reading comprehension instruction through Guided reading groups and pre-teaching  Y1 Daily Synthetic Phonics sessions  Additional guided reading to ensure independent application and to develop comprehension skills  Pre-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 Tights  In 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 Pool  Class 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 Piper  Author study: Michael Morpurgo  Why 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 Parr  Monkey puzzle – Julia Donaldson  (Fiction)  You Choose – Nick Sharratt  (Non-fiction)  Puffin Book of Verse  The 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 Dursley  Reptiles by Angela Royston  Snow In The Garden by Shirley Hughes (Christmas)  Bonkers About Beetroot by Cath Jones  What I Like by Gervais Phinn  Weather by Steffi Kavall-Clarke  This is How We Do it by Matt Lamothe  The Three Little Pigs by Mara Alperin & Ag Jatowska  The Slime Book: All You Need To know  Oi! Frog by Kess Grey  I Love Bugs by Emma Dodd  The Naughty Bus by Jan & Jerry Oke  On The Road by Susan Stegall  The Train Ride by June Crebbin  Amelia Earhart by Izabel Sanchez-Vergara  Transport by Ruth Thompson Hidden World: Ocean by Libby Walden  First Book of The Sea by Emily Sutton How To Grow Your Own Lettuce by Helen Lanz  Story Path by Kate Baker & Madalena Matoso  Ellsworth’s Extraordinary Electric Cars by Valarie Fisher | | Beatrice’s Dream  Kensuke’s Kingdom  Paint me a poem  Fractured fairy Tales  Cinderella of the Nile  How to look after a dragon  Dragons: Truth, Myth and Legend  The Great Fire of London  Until I met Dudley  Book of Bones  Usborne book of Greek Myths  Fantastically Great Women who changed the world  Iron Man  Poetry Pie  The Lost Magician  The Wizard of Oz  Rainforest Rough Guide  Where the Forest meets the Sea  Playscripts | | Shackleton’s Journey  Cracking Contraptions  The Snow Queen  Secrets of Stone Henge  A journey through the History of Magic  Harry Potter & PS  Weslandia  Extreme Animals  Drove of Bullocks  Are humans Ruining the Environment?  Shakespeare’s Plays  What they Don’t tell you about Shakespeare  Beowulf  Jazz Harper – Space Explorer  The Lost Words  The Highwayman  Harris Burdock  Where my Wellies Take Me  What are we Fighting For?  What a wonderful world  WWII reference books  My Secret War diary  Christmas Diaries  The Tear Thief  Animalium  Jungle Survival Handbk  Flood |
| 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 curriculum  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 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 classes  Children 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 types  ReThink Reading non-fiction texts available to all classes  OUP 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 Dursley  Reptiles by Angela Royston  What I Like by Gervais Phinn  Weather by Steffi Kavall-Clarke  This is How We Do it by Matt Lamothe  The Slime Book: All You Need To know  I Love Bugs by Emma Dodd  Amelia Earhart by Izabel Sanchez-Vergara  Transport by Ruth Thompson  Hidden World: Ocean by Libby Walden  First Book of The Sea by Emily Sutton  How To Grow Your Own Lettuce by Helen Lanz  Ellsworth’s Extraordinary Electric Cars by Valarie Fisher | |  | | Famous People who changed the world (series)  Vikings and Anglo Saxons  Planetarium  Animalium  Settlements  Children like Me –DK UK  First news publication | |
| Assessment | | | | | | | |
| Assessment Evidence in order to assess impact | EYFSP  Observations of reading behaviour and talking to pupils  Independent and home reading records  Running records to assess fluency and accuracy - benchmarking  Phonic assessments | Small guided reading groups with T and TA on rotation -  Babcock guided reading grids / Teacher records  PM benchmarking for WT chn while we familiarise ourseles with OUP benchmarking  Y2 SATs  Phonics Screening Check  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Running records to assess fluency and accuracy  Phonic Screening Check  Observations of reading behaviour and talking to pupils  Independent and home reading records  Running records to assess fluency and accuracy-benchmarking  Phonic assessments | | Small guided reading groups with T and TA on rotation -  Babcock guided reading grids / Teacher records  PM benchmarking for WT chn while we familiarise ourseles with OUP benchmarking  NfER/ CGP papers as practice  Observations of reading behaviour & talking to pupils  Independent and home reading journals -Written responses to reading activities  Verbal and written book  reviews & recommendations | | Small guided reading groups with T and TA on rotation -  Babcock guided reading grids / Teacher records  PM benchmarking for WT chn while we familiarise ourseles with OUP benchmarking  Old SATs/ CGP papers as practice  Observations of reading behaviour & talking to pupils  Independent and home reading journals -Written responses to reading activities  Verbal and written book  reviews & 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 Expectations  Babcock Guided Reading Assessment Grids  PM Benchmark running record assessments  Reading journals containing record / activities / reviews checked weekly | | National Curriculum expectations  Babcock reading assessment grids  OUP assessment for level boundaries being implemented  Reading records checked weekly  Termly formal assessment | | National Curriculum expectations  Babcock reading assessment grids  OUP assessment for level boundaries being implemented  Reading journals containing record / activities / reviews checked weekly  Termly formal assessment  Weekly intervention 1-to-1 reading with TA for LA chn  1-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.