Willow Primary Academy

Reading Curriculum



*“Reading is the gateway skill that makes all other learning possible” –* ***Barack Obama.***

**INTENT**

At Willow Primary, we believe that reading is the gateway to all learning and are passionate about ensuring all children become confident and enthusiastic readers. We value reading as a key life skill, one that lays the foundations for lifelong learning. We provide our pupils with a high-quality education in English that will teach them to speak, read and write fluently so that they can communicate effectively. We encourage and inspire all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live and to gain knowledge across the curriculum.  We aim to establish an appreciation and a love of reading and to develop pupils’ comprehension skills.

We believe that phonics provides the basis for this learning and enables children to become fluent readers. Therefore, the teaching of phonics is of high priority at Willow. “Teach a child to read and keep that child reading and we will change everything. And I mean everything.” Jean Winterson. This quote epitomises the intent of the Read Write Inc. programme, which we use to teach phonics at Willow. The Read, Write Inc. programme (RWI) is a systematic, synthetic phonics programme that explicitly teaches children to read accurately and fluently. At Willow Primary Academy we want every child to learn to decode quickly and accurately so that reading becomes fluent and effortless. This enables children to develop their comprehension so that they can then begin to read for pleasure. The RWI reading books that the children access in their daily phonics sessions at school, as well as those that they take home, are matched to the children’s phonic knowledge and so are fully decodable.

Willow is committed to ensuring every pupil will learn to read, regardless of their needs, background and abilities.  The lowest 20% of children are identified from our half termly rigorous assessments and targeted for extra one-to-one tuition in order for them to “keep up, not catch up”. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, confidently and will be lifelong readers who read for pleasure.

**IMPLEMENTATION**

**Phonics**

* The systematic teaching of synthetic phonics has a high priority throughout the Early Years Foundation Stage (EYFS) and Key Stage 1.
* Phonics is taught daily to all children in EYFS, Year 1 and those in Year 2 who have not passed the phonics screening in Year 1 or completed the RWI phonics programme.
* Pupils work within ability groups, which are defined by their performance on RWI assessments.
* Pupils are assessed every half term and the groups are reorganised accordingly.
* In EYFS, as well as daily lessons, essential knowledge and skills in phonics is developed during COOL (Choosing Our Own Learning) time.
* All children are encouraged to transfer the skills they learn in their phonics sessions into their independent reading and writing.
* RWI sounds posters and tricky red words are displayed in each classroom across EYFS and KS1, and the children use these to support their reading and writing in all lessons across the curriculum.
* Each RWI lesson is consistent and is based on the 5 Ps -

**Pace** – Good pace is essential to each lesson.

**Praise** – Children learn quickly in a positive climate.

**Purpose** – Every part of the lesson has a specific purpose.

**Participation** – All pupils are involved in all parts of the lesson through choral response and partner work. A strong feature of RWI lessons is partner work and the partners ‘teaching’ each other.

**Passion** –It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

* Children are taught to:
* recognise sounds and blend them together (Fred Talk);
* decode letter/sound correspondences quickly and effortlessly;
* read ‘tricky’ (red words) on sight;
* read fluently and with expression;
* understand what they read;
* spell quickly and confidently when writing, by segmenting the sounds within words;
* acquire a fluent handwriting style.

**Whole Class Reading**

* A mixture of narrative, non-fiction and poetry is covered each term.
* At the beginning of Year 2, some pupils may still be on RWInc Phonics, but those who have completed the programme have daily RWInc Comprehension sessions.
* Year 3 to Year 6, reading is taught through daily whole class reading sessions.
* Each week, all pupils are immersed in an ability-appropriate text.
* This may be the whole text or an extract, which is high-quality and language rich.
* Throughout the school we structure our lessons using a consistent approach:

Monday – Echo Reading

During this session, pupils are introduced to the text through echo reading, where they are encouraged to copy the prosody of the class teacher.  This is to support the children’s developing fluency, ensuring that the text is read in the way the author intended.  Once the pupils have practised this, they use text marking for a particular paragraph, which reminds them of the prosody used.

Tuesday – Vocabulary

We place a high emphasis on the importance of high-quality discussion about the text.  Every week, each class spends time talking about their text in detail with their teacher.  This includes new vocabulary, links to other texts, their own opinions and the authorial intent.

Wednesday – Follow Up

During this session, the class teachers plan for the pupils to respond to the text with a task that will immerse them and consequently, further enhance their understanding.  This may include role play, further discussion or a written task.

Thursday - VIPERS Focus Session

As a school, we teach comprehension through the VIPERS reading skills (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarise).  This session focuses on the explicit teaching of one of these reading skills, with questions and lots of discussion related to our current text.

Friday – Mixed VIPERS Session

This session enables the pupils to answer a range of different questions in full sentences, using evidence from the text to support their response.  During this session, some pupils may work in smaller groups with adult support, whilst others may work more independently.

**Independent Reading (DEAR)**

* Throughout the school, we have a book banding system which the children select their ‘fluency’ book from.  In EYFS and Key Stage One, this book is closely matched to their phonic knowledge and is a book they have read multiple times in class already.  In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate.  We focus on building the children’s fluency, as we know that this has a huge impact on their understanding.
* Regular reading is encouraged throughout the day. Every day, classes take part in DEAR time (Drop Everything And Read).  It is expected that these sessions are silent, so that the children can fully focus on the book they are enjoying.  During this time, pupils can choose to read their fluency book or a book for pleasure for fluent, more able readers.

**Story time**

* Every day, teachers read to their class.  We select books from the Top 50 Recommended Reads for each year group. This ensures that the class reader is an engaging, age-appropriate text, which introduces the children to different cultures and authors.  This time is for pure reading enjoyment!

We acknowledge pupils who need additional reading support through on-going formative and summative assessment.  The lowest 20% of readers in each year group are heard regularly by an adult.  This includes reading to a teacher, a teaching assistant or a volunteer.  Our volunteers are trained to support our pupils, so that they have an impact on their reading development.  We also identify spotlight pupils to take part in our RWInc Fast-Track and RWInc Fresh Start interventions.

To maintain a passion of reading across the school, we take part in lots of events such as World Book Day, World Poetry Day and National Story Telling Week.  We also invite visiting authors into school, to share their top tips with us!

**IMPACT**

Children at Willow Primary will have a secure knowledge of phonics, enabling them to become confident, fluent readers at the end of KS1. The children will make at least expected progress and will be able to apply their phonic knowledge confidently when reading and writing. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1 and ongoing assessment throughout the RWI programme. Children will enjoy their phonics lessons and be familiar with a range of authors and genres. This will then lead to a love of reading and children taking pleasure in exploring the rich literary world around them, with a firm phonic basis to support them. All pupils will be fluent readers and their knowledge across the curriculum will be enhanced by their ability to read and research in all subjects. Pupils will enjoy reading and will want to read for pleasure. They will be able to talk confidently about a range of texts and discuss their favourite author, providing reasons for their choice. Pupils will have a wide vocabulary that they will be able to apply within their own writing. The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children. There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged). Parents and carers will have a good understanding of how they can support reading at home, and will contribute regularly to home-school records. Year 6 readers will be ‘secondary ready’: fluent, confident and able readers, who can use their reading skills to unlock learning in all areas of the curriculum.

**Long Term Plan – 2022 – 23**

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|  | | AUTUMN | SPRING | SUMMER |
| **EYFS** | **Story Explorers**  **VIPERS INTRODUCTION** | Once there were Giants – Martin Waddell  Please Mr Panda – Steve Antony  The Friday Nights of Nana – Amy Hest  After the Storm – Nick Butterworth  Tabby McTat – Julia Donaldson  Stickman – Julia Donaldson | Jack and the Beanstalk  I am not sleepy and I will not go to bed – Lauren Child  Snail Trail – Ruth Brown  Mad About Minibeasts – Giles Andreae  Aaaarrgghh Spider! – Lydia Monks  What the Ladybird Heard – Julia Donaldson  The Dinosaur that Pooped the Past – Tom Fletcher |  |
| **Story Time** | Class vote – end of the day story chosen by the children | | |
| **Year 1** | **Story Explorers**  **VIPERS INTRODUCTION** | Tiddler – Julia Donaldson  The Smartest Giant in Town – Julia Donaldson  Superworm – Julia Donaldson  The Gruffalo’s Child – Julia Donaldson  The Highway Rat – Julia Donaldson  The Great Snottlehunt  Funnybones  The Day the Crayon’s Quit  Be Brave Little Penguin  Ruby’s Worry  Pattan’s Pumpkins – Chitra Soundar  Pumpkin Soup – Helen Cooper  Add a load more | The Magic Finger – Roald Dahl  Lost and Found – Oliver Jeffers  How to Catch a Star – Oliver Jeffers  Up and Down – Oliver Jeffers  The Way back home – Oliver Jeffers  Here we are – Oliver Jeffers  One Day on our Blue Planet – Ella Bailey  Leaf – Sandra Dieckmann | Voices in the Park – Anthony Browne  The Coral Kingdom – Laura Knowles  Rumble in the Jungle - Giles Andreae  The Owl who was Afraid of the Dark – Jill Tomlinson  Lila and the Secret of the Rain – David Conway  Betsy Biggalow is Here! – Malorie Blackman |
| **Story Time** | Class vote – end of the day story chosen by the children | | |
| **Independent Reading** | Reading fluency books (book banded)  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Whole Class Reading** | RWInc sessions | | |
| **Year 2** | **Story Explorers**  **VIPERS INTRODUCTION** | Fantastic Mr Fox – Roald Dahl  Oliver and the Seawigs – Philip Reeve  A range of Christmas texts | Flat Stanley – Jeff Brown  The Tear Thief – Carol-Ann Duffy  The Way Home for Wilf – Rachel Bright | The Boy who Grew Dragons – Andy Shepherd  George’s Marvellous Medicine – Roald Dahl  Too Small Tola - Atinuke |
| **Story Time** | Class vote – end of the day story chosen by the children (picture books that have been read before) | | |
| **Independent Reading**  **DEAR** | Reading fluency books (book banded)  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Whole Class Reading** | RWInc sessions, RWInc Comprehension, SATS preparation (focus on retrieval and inference) | | |

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| **Year 3** | **Core Storytime Texts**  **Reading for Pleasure** | The Lion, The Witch and The Wardrobe – CS Lewis  Butterfly Lion – Michael Morpurgo | The Secret at Platform 13 – Eva Ibbotson  Planet Omar – Zanib Mian | The Girl who walked on air – Emma Carroll  Charlie and the Chocolate Factory – Roald Dahl |
| **Independent Reading**  **DEAR** | Reading fluency books (book banded)  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Whole Class Reading** | | | |
| **Narrative** | Mythical Creatures - Fairy Lake  Mythical Creatures – The Kraken  Christmas – The Tin Soldier  Christmas – A Christmas Carol | Nursery Rhymes  Robots | Underwater – The lost place  Underwater – The Little Lost Turtle  The Legend of Robin Hood – Ambush  The Legend of Robin Hood – Meet Little John |
| **Non-fiction** | Ancient Greece (Stage 4 section) | Angry Earth | The Romans |
| **Classic performance Poetry** | Firework Night by Enid Blyton | The Eagle by Alfred Lord Tennyson  The Crocodile by Lewis Carroll | The Tyger by William Blake |
| **Modern performance Poetry** | Please Mrs Butler by Alan Alburg | Baa Baa Naughty Sheep (Twinkl) | Chocolate Cake by Michael Rosen |
| **Year 4** | **Core Storytime Texts**  **Reading for Pleasure** | James and the Giant Peach – Roald Dahl  Varjak’s Paw – SF Said | Secrets of a Sun King -Emma Carroll  The Legend of Podkin One Ear – Kieran Larwood | The Wild Robot – Peter Brown  The Boy at the Back of the Class – Onjali Rauf |
| **Independent Reading**  **DEAR** | Reading fluency books (book banded)  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Whole Class Reading** | | | |
| **Narrative Author Focus** | Stories with a Past  Christmas – The Little Match Girl | Science Fiction | The Ocean Depths – Heading Down  The Author Shed – Jennifer Killick |
| **Non-fiction** | USA  Christmas – Christmas Trees | Ancient Egypt (Stage 3 section) | Mountains  Rivers |
| **Classic performance Poetry** | Wind on the Hill by A.A. Milne | The Listeners by Walter de la Mare | The Jumblies by Edward Lear |
| **Modern performance Poetry** | What is Pink by Christina Rossetti | Don’t Quit by John Greenleaf Whittier | Walking with my Iguana by Brian Moses |
| **Year 5** | **Core Storytime Texts**  **Reading for Pleasure** | Sky Song – Abi Elphinstone  There’s a Boy in the Girl’s Bathroom – Louis Sachar | The Island at the end of everything – Kiron Millwood Hargrave  Pig Heart Boy – Malorie Blackman | The Golden Butterfly – Sharon Gosling  Wonder – R.J. Palacio |
| **Independent Reading**  **DEAR** | Reading fluency books (book banded)  Fluent, more able readers could be reading a chapter book of their choice  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Whole Class Reading** | | | |
| **Narrative Author Focus** | Space – Mars Achieved  Sci-Fi – The Depths  Sci-Fi – The Island  Christmas | Magic and Mystery | The Tudors – Tudor Time Traveller  The Tudors – The Battle of Bosworth  A Kind of Magic |
| **Non-fiction** | The Shang Dynasty | Eco-Global Warming | The Tudors  Plague |
| **Classic performance Poetry** | Colonel Fazackerley Butterworth-Toast by Charles Causley | The Owl and the Pussycat – Edward Lear | My Shadow by R L Stevenson |
| **Modern performance Poetry** | Ning Nang Nong by Spike Milligan | No Breathing by Michael Rosen | Ssssssnake Hotel by Brian Moses |
| **Year 6** | **Core Storytime Texts**  **Reading for Pleasure** | Sawbones – Catharine Johnson  The Nowhere Emporium – Ross Mackenzie | A Boy called Hope – Lara Williamson  Crater Lake – Jennifer Killick | Fireweed – Jill Paten Walsh  No Ballet Shoes in Syria – Catherine Bruton |
| **Independent Reading**  **DEAR** | Reading fluency books (book banded)  Fluent, more able readers could be reading a chapter book of their choice  Adults to listen to pupils reading (lowest 20% and disadvantaged pupils first at least 3 times a week) | | |
| **Whole Class Reading** | | | |
| **Narrative Author Focus** | Untold Stories | Fantasy Stories | World War I (Stage 5 section)  World War II (Stage 5 section) |
| **Non-fiction** | Food of the world | Ice Planet |
| **Classic performance Poetry** | The Sound Collector by Roger McGough | If by Rudyard Kipling | The Highwayman by Alfred Noyes |
| **Modern performance Poetry** | December by Valerie Bloom | Humpty Dumpty – The Truth (Twinkl) | Dinner on Elm Street by Michaela Morgan  Compare to Hubble Bubble by Shakespeare |