

Reading Curriculum

Intent

St Martins wants every pupil to read confidently, fluently and with understanding, regardless of their background, needs or abilities and recognizes that the success in reading has a direct impact on progress opening up a world of knowledge and skills in which they will be articulate and literate.

We aspire to children having a love of reading, enjoying it for its own value, not solely as a tool.

From their earliest start at St Martins, reading is promoted through story telling, songs and play; children hear stories, and are invited to create stories, having their creativity valued. Systematic teaching of phonics is part of their daily routine in addition to their continuous provision and parents are invited and encouraged to share stories in school and at home using phonemes that children are learning, in addition to listening to stories that they are not yet able to access independently. Parents are invited to an Induction Meeting outlining our approach to reading.

As children progress through St Martins, they will be encouraged to independently explore a range of genres which is assessed to closely match their ability, in addition to being taught reading through designated reading sessions. They will be exposed to an increasingly challenging vocabulary, and will be challenged to consider 'reading as a writer'.

Reading for pleasure								
Intent		<ul style="list-style-type: none"> To 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, as well as structured reading activities. We use Pie Corbett's Reading Spine within our reading curriculum so that children are exposed to these quality texts during their time at St Martins. To build and develop preferences in reading and to choose to read. For children to recognise authors and styles of reading that individuals enjoy and make links between texts that they have read. Children are engaged in book discussions in a range of contexts, alongside both adults and peers. Children share and recommend a range of books with each other and adults within our school community. 						
Implementation		All aspects below contribute to developing reading for pleasure						
Curriculum Provision								
	Nursery	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading aloud to children								
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading.			<ul style="list-style-type: none"> 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. Exposing children to a wider range of vocabulary.	Exposing children to challenging and archaic texts eg language, themes. Exposing children to a wider range of vocabulary.		
Implementation	Guided reading and Whole class texts. In the majority of cases these are closely matched to blueprints of talk for writing texts which the children are exposed to.							

In Reception and Year 1 children have three reading sessions a week using their decodable book to work on the skills of decoding, prosody and comprehension. In addition they have class texts where they experience a range of stories and texts which are from the reading spine. In Key Stage 2 the children experience a balance of whole class and group guided reading sessions where they experience texts from the reading spine. Development of reading spine provides a progression for children and means that all children are exposed to age related texts which have a rich and varied vocabulary.

Core Texts	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	All Are Welcome Handa's Surprise-learned text Squirrel's Autumn Search Goldilocks and the Three Bears - learned text The Christmas Story The Three Little Pigs - learned text Oh Dear!- learned text The Very Hungry Caterpillar - learned text Little Red Riding Hood - learned text Hansel and Gretel The Three Billy Goats Gruff Various nursery rhymes Various poems from Poetry Basket	Different Families <i>The Little Red Hen</i> -Learned text What the ladybird heard Room on the Broom Elves and the Shoemaker The Nativity Story The Growing Story Monkey Puzzle Jasper's beanstalk Jack and the beanstalk Dear Zoo Tiddler	The Elephant and the Bad Baby Poetry Basket Lost and found Dogger Can't you sleep little bear? Peace at last Elmer Selection of Nursery rhymes Cops and robbers Poetry Basket Beegu Where the Wild Things are The tiger who came to tea Avocado baby	Traction man is here Who's afraid of the Big Bad book Amazing Grace Fantastic Mr Fox Not now Bernard Tuesday Emily Brown and Thing The giraffe and the pelly and me The owl who was afraid of the dark Dr Xargle's Book of Earthlets The Flower Gorilla Hodge-heg	The Iron Man Sheep Pig The Abominables The battle of Bubble and Squeak Lion, witch and the wardrobe Hansel and Gretel Cat Tales The secrets of Stonehenge How to live like a Stoneage Hunter Outdoor Wonderland Meet the Artist Alex Calder Marvin and Milo	Charlotte's Web The firework makers daughter Why the whales came The leopard in the golden cage Krindlekrax Until I met Dudley Dragonology A Street through time Boy	Viking Boy Beowulf Mirror Amena's voice Farther Rooftoppers Street Child	Fireweed Clockwork River Boy Skellig Holes Wonder Animalium My Secret War Diary

Independent reading and home/school reading

Intent	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Independently reading phonically decodable books matched to their phonic knowledge and skills.		Reading age-appropriate books Increase 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 the 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		Children have decodable books closely matched to the phonic phase that they are working within securely. Books are selected by adult in class and children		Children have decodable books closely matched to the phonic	Books are selected on AR range. Teachers monitor children's progress weekly through AR reports.			

		are given a hard copy as well as allocated further electronic texts. Books are changed weekly. Children have opportunity to take home an additional book from the library to share for pleasure.	phase that they are working within securely. Children also read books for pleasure-selected in the library session. By the end of Year 2 children are on AR.
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Guided reading/reading instruction

Intent	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)							
Implementation	This takes place through the book talk that arises from sharing stories.	Daily phonics sessions. Thrice weekly small group reading sessions for all children.	Daily phonics sessions Thrice weekly reading sessions for all children.	Whole class guided reading sessions. Reading skills focused on- Predicting, summarising, retrieving, clarifying, inferring, vocabulary.	Daily 20 minute guided reading sessions – these are a balance of group and whole class sessions. Whole class sessions involve group discussions, whole class reading and text analysis. As part of guided reading sessions, 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			
Core Texts	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	All Are Welcome Handa’s Surprise- learnt text Squirrel’s Autumn Search Goldilocks and the Three Bears - learnt text The Christmas Story The Three Little Pigs - learnt text Oh Dear!- learnt text The Very Hungry Caterpillar - learnt text Little Red Riding Hood - learnt text Hansel and Gretel The Three Billy Goats Gruff	Different Families The Little Red Hen- Learnt text What the ladybird heard Room on the Broom Elves and the Shoemaker The Nativity Story The Growing Story Monkey Puzzle Jasper’s beanstalk Jack and the beanstalk	The Elephant and the Bad Baby Poetry Basket Lost and found Dogger Can’t you sleep little bear? Peace at last Elmer Selection of Nursery rhymes Cops and robbers Poetry Basket Beegu Where the Wild Things are The tiger who came to tea Avocado baby	Traction man is here Who’s afraid of the Big Bad book Amazing Grace Fantastic Mr Fox Not now Bernard Tuesday Emily Brown and Thing The giraffe and the pelly and me The owl who was afraid of the dark Dr Xargle’s Book of Earthlets The Flower Gorilla Hodge-heg	The Iron Man Sheep Pig The Abominables The battle of Bubble and Squeak Lion, witch and the wardrobe Hansel and Gretel Cat Tales The secrets of Stonehenge How to live like a Stoneage Hunter Outdoor Wonderland Meet the Artist Alex Calder Until I met Dudley Marvin and Milo	Charlotte’s Web The firework makers daughter Why the whales came The leopard in the golden cage Krindlekrax The turbulent term of Tyke Tiler Until I met Dudley Dragonology A Street through time Boy	Beowulf Street Child Cogheart Varjak Paw Victorian Workhouse The Book of Hopes The Midnight Fox Various non-fiction extracts	Fireweed Clockwork River Boy Skellig Holes The Arrival Animalium Harry Potter: A Journey Through Magic My Secret War Diary

	Various nursery rhymes Various poems from Poetry Basket	Dear Zoo Tiddler						
Shared reading as part of T4W 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.							
Core Texts	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Handa's Surprise Goldilocks and the Three Bears The Three Little Pigs Oh Dear The Very Hungry Caterpillar Little Red Riding Hood Hansel and Gretel The Three Billy Goats Gruff	Little Red Hen Daisy the cow Elves and the shoemaker Noisy Story, Nativity story- Is there any room at the inn? Gingerbread Man Monkey Puzzle Enormous Turnip Hungry Caterpillar Little Red Crab Tiddler Magic Porridge Pot The Sleepy Bumblebee	Quest Tale We're going on a Bear Hunt "That's not my..." book Fact File -Women in science, National Geographic: Farm Animals V and R - The Nativity Instructions - The Jam-o-saurus How to make a disgusting sandwich OTM Tale - George and the Dragon Letter - Dear Mother Goose Rags to Riches - Jack and the Beanstalk Instructions - How to grow a beanstalk Comedy - Papaya Wishing Tale - Incy Wincy	Alice in Wonderland (bare bones text) Losing Tale - Toby and the Great Fire of London Newspaper Report - The Great Fire of London V + R Tale - Sunny travelling the world and returning home (Meerkat Mail) Letter - Meerkat Mail Information text - Biography Nelson Mandela OTM tale- Non Chronological-	OTM Tale - Grall and the Smilodon Persuasion -Job - advert - Spiderwick Chronicles Rags to Riches Tale - The Near Miss Information - Fossils Wishing Tale - Arthur's wish Recount Poetry - A River Tragic Tale - The Boy who cried wolf Instructions V+R Tale - Elf road Explanation - How a Portal Works Finding Tale - Petra's Secret Newspaper Report	Quest Tale -The werewolves of Miller's Hollow Explanation - How a dragon catches its prey Losing Tale - Lost Property Newspaper Report - Defeating the monster - The beast Recount - Pompeii survivor/Escape from Pompeii Finding Tale - The Light Information - A street through time V + R Tale - The Battle of Caledonia Persuasive Letter - A letter from Queen Boudica Warning Tale - Lost in the Colosseum Autobiography - An Autobiography of Superhero	V +R Tale - Cliffhanger Information-DTM Tale - Beowulf - abridged Losing Tale - Explanation - The Amazonian Giant Centipede Discussion - Should Million of pounds be spent on Space Travel? Biography - Big Bad Wolf Fear Tale - Zelda Claw Rain Cat Rags to Riches Tale Recount - Family Evicted (Based on Street Child) Warning Tale - The Caravan Persuasion	Losing Tale - Embers of Hope Recount - Mac's Diary Fear Tale - The Tunnel/The nightmare man) Information - British Tank OTM Tale - The Labours of Hercules Explanation - Magnificent Machines
Assessment								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Assessment Evidence in order to assess impact	Phonological Awareness e.g. blending and segmenting is assessed. Pre-requisite reading skills are	EYFSP Phonic Screening Check Observations of reading behaviour and talking to pupils Home reading records Guided reading records Phonic assessments		SATs Phonic Screening Check Observations of reading behaviour and talking to pupils	AR assessments – Reports NFER Observations of reading behaviour and talking to pupils Guided reading records Verbal and written book reviews and recommendations		AR assessments – Reports NFER Observations of reading behaviour and talking to pupils Guided reading records Verbal and written book reviews and recommendations	

	assessed against Development Matters Guidance.		Home reading records Guided reading records Phonic assessments	Written responses to reading activities.	Written responses to reading activities.
Assessment Expectations		EYFSP Phonics assessments each half term.	Phonics assessments each half term. Reading assessment criteria used for planning and focus for observations during guided reading sessions. Moderation each term in Phase Meetings.	Reading assessment criteria used for planning and focus for observations during guided reading sessions. NFER completed at the end of each term. AR Star Test completed each half term Moderation each term in Phase Meetings.	Reading assessment criteria used for planning and focus for observations during guided reading sessions. NFER completed at the end of each term. AR Star Test completed each half term Moderation each term in Phase Meetings.