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| **Landscove C of E Primary**  **Reading Curriculum Plan EYFS-Y6** |
| Rationale  It is our intent, based on school research, children’s interests and our study as part of The Link English Hub, to provide children with clear progressive skills and strategies in order to build secure foundations in reading. We will provide children with the reading skills which underpin their success in all aspects of their education and beyond.  To become an expert reader children at Landscove school will:   * have a secure knowledge and understanding of phonics * employ a range of other strategies to apply to their reading * be inspired to have a lifelong love of reading * read widely and for a range of purposes * experience, develop and understand a high level of vocabulary from all three tiers (Alex Quigley) |
| Vocabulary  Children’s command of vocabulary is key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary actively, building systematically on children’s current knowledge, deepening their understanding of etymology. They will increase pupils’ store of words in general. Simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, children will expand the vocabulary choices that are available to them. It is particularly important to introduce children into technical vocabulary which defines each subject, such as accurate mathematical and scientific language. |

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| Reading at Landscove |

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| **Reading for pleasure** | | | | |
| Intent | 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  To build personal preferences in reading and to choose to read  To recognise authors and styles of reading that individuals enjoy  Engaging in book discussion in a range of contexts, alongside peers and adults  Sharing and recommending a range of books. Being ‘expert’ book reviewers.  Access literature across a variety of platforms from paper to digital | | | |
| Implementation | All reading contexts below contribute to building a love of reading and reading for pleasure  Links with Totnes library to promote reading schemes – delivering assemblies to children to promote schemes, and give certificates.  Reading certificates for Accelerated Reading scheme to celebrate successes.  Opportunities to engage with the wider school community | | | |
| Impact | To instil a lifelong love of reading that allows them to succeed in their education and life  Positive impact is evident in their writing | | | |
|  | **EYFS** | **KS1** | **LKS2** | **UKS2** |
| **Reading aloud to children** | | | | |
| Intent | Building a wide range of story and rhyme knowledge  Giving opportunities for children to experience  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 | Introducing children to a wider range of authors and contexts, such as historical, culture and classic reads | Exposing children to more challenging texts and archaic texts, such as those with unusual vocabulary and themes |
| Implementation | Children to have daily exposure to a range of quality books. This could be in whole class teaching, story time, collective worship, individual reading time  Reading in mixed aged pairs (role modelling) | | | |
| Impact | Opening the door to a wider range and more challenging texts evident in choices made by individuals | | | |

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| **Learning to read at Landscove  (Implementation)** | | | | | | | | | | | | |
| **EYFS** | | | | | | | | | | | | |
| **Home/School** | | | **Phonics** | | | | **Guided reading** | | | **Reading rich environment (incl shared reading)** | | |
| We hold a parent meeting in second week to explain how we teach reading at Landscove and how they can support this process.  Home/school book is used for parents and school to record reading and feedback.  Phonics sheet in home/school book regularly updated to show parents the sounds children are currently learning.  In addition to phonetically decodable reading books, books for sharing are sent home for parents to read to children to promote a love of reading. | | | Children are taught phonics using Letters and Sounds, and supported by Jolly phonics and Phonics play resources.  We deliver daily phonics lessons.  Phonics resources displayed throughout the room.  As part of of literacy sequences, we used our phonics in our shared writing, encouraging children to use their phonics to read teacher’s writing/help teachers to read and write.  Chn’s key word recognition is assessed and they begin to take home 6 words a week to learn with lots of games ideas to make it fun! | | | | When ready, children have weekly guided reading session, reading decodable books in line with their phonics phases from the Phonics bug reading scheme and other decodable materials.  Guided reading promotes developing phonics skills, tricky words knowledge, book talk, following the text(following finger) | | | Children have a shared story time on a daily basis.  Class teacher has a library book box, changed on a fortnightly basis, for children to choose an end of the day story from, giving them a wider range of books and to promote using libraries.  A brick wall of tricky words is built by the carpet area for reference, phonic mats and phase words for table work, as well as a pictorial alphabet.  There are labels/captions throughout the classroom to support reading and developing new vocabularly.  Continuous provision activities include reading/writing opportunities both inside and outside.  If children bring books in from home to share with others, we share these during our story time. | | |
| **Reading support / intervention –** children who need it receive daily phonics interventions addressing issues from ongoing phonics assessments.  Children who need it receive additional reading opportunities with the teacher /TA. Where children are not ready for guided reading, they read on a 1;1 basis with the teacher | | | | | | | | | | | | |
| **KS1** | | | | | | | | | | | | |
| **Home/School** | | **Phonics** | | | **Accelerated reader** | | | **Guided reading** | | | **Reading rich environment** | |
| Daily reading at home is strongly encouraged and parents are mostly supportive with this.  We monitor home reading when book changing twice a week and reading records are usually signed. | | Individual phonics assessment at the start of the year and each half term.  Phase 3-5a is taught in a small group daily with a TA.  Phase 5-6 is taught by class teacher (more able Y1 and Y2) before moving on to No Nonsense Spelling (SPaG).  Individual and group phonics interventions carried out daily by TA (inc. SEND/PP chn).  Phonics play and no nonsense spelling used for resources/assessment. | | | The children start AR once they are secure with all Phase 5 sounds, usually towards the end of Y1 and have reached end of footprints reading range (star reader test assesses their ZPD).  AR levels and comprehension scores are closely monitored to ensure the children remain challenged and move gradually up their ZPD at a rate appropriate to their developing fluency and comprehension.  Children move up 0.1 when they achieve 3 consecutive 100% scores on quizzes. | | | Small group guided reading (grouped by ability).  Carousel of activities also involves weekly reading comprehension sheets for Y2, usually linked to English/topic.  Books are selected to allow chn to experience a wide range of genres e.g. play, fantasy story. | | | Wide selection of books available in classroom book box and library  Chn read for pleasure during guided reading and they can select a book from the box for this  Shared reading during story time – wide variety of books used for this, including books at a level beyond which they can read independently – unfamiliar vocabulary discussed. | |
| **Reading support / intervention**  Phonics interventions carried out daily with chn who have been identified as needing further support within end of phase assessments. These are both on a 1:1 and group basis. All chn participate in a group guided reading session once a week with the teacher, these are ability based and a book is selected to reflect their average reading ability. Chn also read on a 1:1 basis with TA/T if needed for assessment purposes. | | | | | | | | | | | | |
| **LKS2** | | | | | | | | | | | | |
| **Home/school** | | | **Accelerated Reader** | | | **Guided Reading** | | | | **Reading rich environment** | | |
| Home/school books for communicating with parents and for recording home reading monitored weekly. | | | Daily reading slots for Accelerated reading  AR levels and comprehension scores are closely monitored to ensure the children remain challenged and move gradually up their ZPD at a rate appropriate to their developing fluency and comprehension.  Chn encouraged to use books from home to support reading and can quiz on these on AR (parents have information to check if they are quizzable)  Termly Star reading tests | | | | Reading skills taught through a whole-class guided reading lesson cross-curricular texts.  All children take part in a small group guided reading activity at least once every half term | | | Free choice book corner.  Good range of books to support topics  A variety of fiction & non-fiction books used for English and topic.  If chn want to try a book out of their ZPD, teachers support this to encourage reading for pleasure to facilitate a wider interest in reading.  Story time book | | |
| **Reading support / intervention**  Targeted group guided reading, according to reading age and comprehension skill level. Guided group reading & 1:1 conferencing for targeted children. | | | | | | | | | | | | |
| **UKS2** | | | | | | | | | | | | |
| **Home/School** | | | **Accelerated reader** | | | | **Guided reading** | | | **Reading rich environment** | | |  | Guided reading | Reading rich environment |
| Importance of reading at home highlighted to parents in initial ‘meet the teacher’ session, at parents evening and in termly class letters.  Some children will have home/school reading record. | | | Children quiz as and when necessary.  Close monitoring of book choice, quizzing and scores.  Class word target used to motivate children. | | | | All children take part in a small guided reading group session (1:2/3/4) once per half term.  Whole class guided reading session once per week (using the class reader). | | | A range of topic/subject specific books on display each term.  A variety of fiction and non-fiction books used for English and topic.  Class reader. | | |  |  |  |
| **Reading support / intervention**  1:2 guided reading sessions.  1:1 reading sessions. | | | | | | | | | | | | |  |  |  |
| **Assessment (Impact)** | | | | | | | | | | | | |
|  | **EYFS** | | | **Y1** | | **Y2** | | | **Y3-5** | | | **Y6** |
| Assessment evidence to assess impact  ideas to discuss edit for each school | EYFS baseline  SIMs  Observations of reading behaviour and discussion with children  Guided reading record sheets (BABCOCK)  Home reading records  1:1 reading records  Phonics assessments | | | Phonics screening check  SIMs  Observations of reading behaviour and discussion with children  Guided reading record sheets (BABCOCK)  Home reading records  1:1 reading records  Phonics assessments    AR assessments (quizzing and Star Reading – as appropriate) | | AR assessments(quizzing and Star Reading)  SATS  SIMs  Observations of reading behaviour and discussion with children  Guided reading record sheets (BABCOCK)  Home reading records  1:1 reading records    Weekly reading comprehension | | | AR assessments(quizzing and Star Reading)  SIMs  Observations of reading behaviour and discussion with children  Half termly reading assessment  Guided reading record sheets (BABCOCK)  Home reading records  1:1 reading records  Optional SATS  Written responses to reading activities. Verbal and written book reviews and recommendations | | | AR assessments(quizzing and Star Reading)  SIMs  Observations of reading behaviour and discussion with children (BABCOCK)  Half termly reading assessment  Guided reading record sheets  Home reading records  1:1 reading records  SATs  Written responses to reading activities. Verbal and written book reviews and recommendations |
| Assessment expectation | End of phase phonics assessments  Development matters ELGs | | | Phonics screening  National curriculum | | SATS  National curriculum | | | Optional SATS  National curriculum | | | SATS  National curriculum |