



The Reading Curriculum at Sheepscombe Primary School

The Sheepscombe School Community believes that:

The Sheepscombe School community believes that reading is central to the whole curriculum and that providing rich reading opportunities is a way of improving social justice. Our reading curriculum is designed to create a reading culture throughout the school where a love of reading is fostered. This culture is based on the following foundations: the availability of high-quality fiction and non-fiction in all classes and in the library; the school’s adoption of the Reading Teachers = Reading pupils model; carefully matched phonics teaching and book provision to ensure reading fluency; the mapped progression of analytical reading skills; fostering strong home-school reading links and ensuring that children are read to regularly; the access to high quality writers through the Cheltenham Literature Festival; the timetabling of independent reading time throughout the school; staff that are knowledgeable about books and who model a love of reading. Our thematic curriculum enables us to introduce children to a variety of voices and forms in fiction, non-fiction, poetry and drama, to provide experiences that encourage empathy by reading about the world in all its diversity. Booktalk is central to the encounters we share about what we read, encouraging a reflective and thoughtful approach, while developing confidence in spoken language and listening skills. We regularly update our libraries with recently published works in consultation with children and teachers.

Writing for many different purposes is not only about developing technical skills, but is key to developing one's own ideas and recognizing communication as an agent for change. We believe that inspiration for writing needs to come from the world around us, and our local environment and creative approach to the curriculum provides a myriad of ways that children can develop their own self-expression; to see themselves as authors. As a result, by the time our children leave in year six they are fluent, confident readers and fluent writers, with the analytical skills that will serve them through their future education; they are individuals who have been encouraged to explore the varied and diverse world of literature and recognise both the learning and the pleasure that it offers..

National Curriculum – Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

National Curriculum – Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays akey role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Early Years Foundation Stage

Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.”*Marilyn Jager Adams*

We believe that early reading leads to a lifelong love of learning, that is why reading is important at such an early age. When children learn to read at an early age, they have greater general knowledge, a wider range of vocabulary, are more fluent readers, have improved attention spans and better concentration. As well as stronger oral and literacy skills, proficiency in reading allows young children to understand more, to learn more, and to become competent researchers

Early reading ignites creativity, sparks curiosity, and stimulates the imagination in young children. Often, this leads to role-play which helps to develop other skills such as empathy, problem-solving, and morality

A huge emphasis is placed on reading, stories and non-fiction books are shared with the children every day. Children are encouraged to take part in our school’s reading challenge ‘40 reads’ as a positive way to encourage children to share more books at home.

We aim to ensure that all children read fluently and with good understanding by the end of year 6; we create a reading culture where reading is regular, diverse, purposeful and most importantly enjoyable; we recognise that reading helps develop a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions; we provide teaching and resources that reflect an appreciation of our literary heritage and high quality texts from other cultures.

Our approach to the teaching of reading focus upon:

- 1) Word reading
- 2) Comprehension – is taught through a progressive development of 6 skills (1: Making sense of what I read 2: Finding and understanding facts 3. Reading between the lines 4. Explaining how a text is organised 5: Explaining how a writer uses language 6: Explaining the purpose of a text)
- 3) The nurturing of reading for pleasure

Merlin Class				Kestrel Class		Eagle Class	
Little Lambs	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding I know print has meaning That print can have different purposes That we read English text from left to right and from top to bottom	Listening I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class	Word Reading I can apply phase 2 phonic knowledge / skills to decode words	Word Reading I can apply phase 5 phonic knowledge /skills to decode words	Word reading I can apply my knowledge of root words, prefixes and suffixes (NC. English Appen. 1) to read aloud	Word reading I can apply my knowledge of root words, prefixes and suffixes (NC. English Appen. 1) to read aloud and	Word reading With some support, I can apply my knowledge of root words, prefixes and suffixes (NC. English Appen. 1)	Word reading I can apply my knowledge of root words, prefixes and suffixes (NC. English Appen. 1) to read aloud

I know the names of the different parts of a book Phonological awareness I am beginning to spot and suggest rhymes I am beginning to count or clap syllables in a word I am beginning to recognise words with the same initial sound I can engage in extended conversations about stories, learning new vocabulary. Word reading I am beginning to know about a range of examples of print with different functions. (eg a sign to indicate a bus stop or to show danger, a menu for choosing what I want to eat). I know how to handle books and to turn the pages one at a time. I am beginning to know that sentences start with capital letters and end with full stops. I am beginning to know how some words are longer than others and how there is always a space before and after a word Speaking I can sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions. I can start a conversation with an adult or a friend and continue it for many turns Reading for Pleasure I enjoy rhyming and rhythmic activities. I listen to and join in with stories and poems, one-to-one and also in small groups. I join in with repeated refrains and phrases I am beginning to be aware of the way stories are structured. I can suggest how the story might end. I can describe the main story settings, events and principal characters. I am interested in illustrations and print in books and print in the environment.	discussions and small group interactions I can make comments about what I’ve heard and ask questions to clarify my understanding I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers. I listen to and talk about stories to build familiarity and understanding Comprehension I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary I can anticipate key events in stories I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading I can say a sound for each letter in the alphabet and at least 10 digraphs I can read words consistent with their phonic knowledge by sound-blending I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words Speaking: I participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, poems I express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher Reading for Pleasure I engage fully in storytimes I can retell the story, once I have developed a familiarity with the text, some as exact repetition and some in their my words I am now using vocabulary and forms of speech that are increasingly influenced by my experiences of books. I enjoy an increasing range of books- I read and am read to often I listen to and discuss books I can talk about books I like and don’t like I have heard a wide range of stories and poems I can recite some by heart I can suggest how the story might end.	I can apply phase 3 phonic knowledge / skills to decode words I can apply phase 4 phonic knowledge / skills to decode words I can apply phase 5 phonic knowledge / skills to decode words I can demonstrate rapid recall for all 40+ phonemes, including, where applicable, alternative sounds for graphemes I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I can read common exception words for year 1 I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings I can read other words of more than one syllable that contain taught GPCs I can read words with contractions where the apostrophe represents the omitted letter(s) Comprehension and Skills I can say what a word might mean I can find some simple facts in a book I can say what I think will happen next and why I can retell what happened in a story I can talk about parts of a story I like or don’t like I can talk about the significance of a title I can say what a book is for Reading for pleasure I read and am read to often I listen to and discussing a wide range of poems, stories and non-fiction I can talk about books in the context of my experience I am familiar with a wide range of stories and their conventions I can appreciate rhymes and poems, and to recite some by heart I can talk about the books I like and don’t like	I can read accurately by blending, especially recognising alternative sounds for graphemes I can read accurately words of two or more syllables I can read words containing common suffixes I can read year 2 common exception words I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation I can use my reading skills to read fluently. Comprehension and Skills I can work out what a word means from the words around it I can re-read a sentence I don’t understand I can find names, dates, place or simple facts in a text I can predict what I think will happen next and why I can retell what happened in a story I can say what a character is thinking or feeling I can talk about the order of events in a book I can talk about words a writer uses lots of times I can say if a books is fiction or not fiction and how I know Reading for Pleasure I read and am read to often I can listen to, discuss and express views about a wide range of contemporary + classic poetry, stories and non-fiction I have a repertoire of poems learnt by heart I can recite some, with appropriate intonation to make the meaning clear I can make simple comparisons between books I have read	and to understand the meaning of new words I can read year 3 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Comprehension and Skills I am starting to use a dictionary to look up words I can re-read a sentence I don’t understand I can scan for facts I can say how a character’s thoughts and feelings change in a story I can show ways a writer makes a text easier to read e.g. by using subheading I can recognise some different forms of poetry* I can say why a writer chose to use certain describing word I can say why a piece of writing was written e.g. to tell people facts, make them laugh Reading for pleasure I read and am read to often I read a range of fiction and non-fiction I can read poetry/scripts aloud showing understanding through intonation and volume I can talk about my reading habits and book choices	to understand the meaning of new words I can read year 4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Comprehension and Skills I can use a dictionary on my own to find the meanings of words I can scan for facts I can skim a text to sum up what it is about I can read between the lines to say why a character in a story might say something I can use evidence to back up my ideas I can explain why a writer chooses to lay out a text in a particular way e.g. using columns, bullet points, captions, etc. I can talk about how writers and why writers use different words in different situations I can group texts which are written for similar reasons Reading for pleasure I read and am read to often I read a range of fiction and non-fiction I can read poetry/scripts aloud showing understanding through intonation, tone, volume and action I can talk about my reading habits and book choices in detail	to read aloud and to understand the meaning of new words Comprehension and Skills I can a range of skills to help me understand a text e.g. re-read, read backwards and forwards, use a dictionary ... I can talk about an idea which is similar in more than one text I can use SE to support my ideas: (Statement, Evidence) I can read between the lines, using evidence from different parts of the text and compare what I find I can support my ideas with short quotes I can compare different types of text and say why they are laid out in different ways I can say how writers use different skills for an effect e.g. to persuade people I can talk about different points of view in a text Reading for pleasure I read and am read to often I read from a range of genres I can perform poems / plays to read, showing understanding through intonation, tone and volume so that the meaning is clear to an audience I can discuss books from a wide range cultures and traditions including ‘our own’ literary heritage I can talk about my reading habits and book choices In detail	and to understand the meaning of new words Comprehension and Skills I can use a range of skills independently to help me understand a text e.g. re-read, read backwards and forwards, use a dictionary ... I can sum up what a text is about clearly and precisely in writing2) I can talk about an idea which is similar in more than one text I can use SEE to support my ideas: Statement Evidence Explanation I can read between the lines to track how characters change in writing I can read between the lines to explain metaphorical or thematic meaning in a text I can write about how a writer structures a text for a particular purpose in writing4) I can compare different types of text and say why they are laid out in different ways I can give use terminology to explain how language is used, e.g. The writer uses repetition to... I can comment on how synonyms or word patterns create an overall mood or effect in writing I can show that a writer may have different points of view by providing evidence in writing I can show if a text is objective or subjective by providing evidence in writing Reading for pleasure I read and am read to often I read from a range of genres and take ‘risks’ with my reading

