



## **2022 – 2023 Reading Curriculum - Intent**

**Purpose:** Pupils will develop a lifelong love of reading and understand its many benefits. Pupils will learn to read competently and fluently and to apply these skills to new situations and further their own knowledge. Pupils will gain comprehension skills to enable them to access and interpret what they read, providing a gateway to a world of information. Pupils will develop a broad vocabulary, increasing their ability to articulate themselves effectively, as well as understand others.

**Relationships:** Reading is related to all other areas of the curriculum as well as many aspects of pupils' wider lives. It is the gateway to knowledge in any area pupils may wish to explore. Reading is taught alongside oracy and writing, with explicit links being made between the three areas to support transferable communication skills and enhance children's imaginations. The skill of reading is consistently put into real life contexts, such as labels, signposts and instructions. Pupils learn about different genres and useful narratives which they can adapt for their own purposes. Pupils are encouraged to make conscious links between texts that they have read and discuss similarities and differences in style, content and theme.

**Impact:** Pupils' ability to read confidently and fluently will give them access to wider knowledge and improve their cultural capital. Through reading, they will find out about events, geographical areas and time periods beyond their own experiences, as well as broadening their creativity through access to imagined worlds. Reading will also improve pupils' understanding of people from varying backgrounds, promoting tolerance and inclusion and enhancing social skills. Reading for pleasure may help with pupils' social and emotional wellbeing, whilst reading for purpose will expose them to high-quality vocabulary, grammar and composition to enhance their own transferable English skills. Reading widely and deeply gives pupils tools to become engaging storytellers and skilled communicators in real life situations.

**Metacognition:** Teachers model their thinking when they are reading. Pupils are taught to verbalise the different skills required to read, including the use of 'VIPERS' terminology. Language games and grammar activities are used to draw attention to aspects of reading and support the relationship between reading and writing. Pupils are encouraged to recognise that different reading contexts (for example reading for pleasure or scanning a document for information) require different strategies. Perseverance is a key aspect of reading which is taught, encouraged and praised at Uplands. Pupils need to be active participants when reading and they are equipped with the interwoven skills to access a range of text types and challenge levels.

**Experiences:** High-quality and engaging stories are read to children by a variety of adults in different contexts. Pupils are exposed to a wide range of stimulating text types which challenge and extend them. A culture of 'booktalk' is promoted across the school where adults and children alike share and discuss reading preferences and experiences. A range of reading events take place in school such as 'Bookfest', a yearly reading festival, and weekly activities in the library such as 'book swap' to promote reading for pleasure. Trips and visits are planned to enhance reading experiences, such as a visiting author, or trip to the library or literary museum. Trips in other curriculum areas are enhanced by reading, for example research into paintings and artists before a gallery trip.



## Reading Curriculum - Implementation

The following is not an exhaustive list of teaching and learning activities but give an overview of the implementation of our reading curriculum in order to achieve progression across the school. In Nursery and Reception, the skills we teach children are informed by the **Early Years Foundation Stage Statutory Framework**.

### Nursery

<p><b>Decoding</b> Self-registration name cards (looking for the initial sound) Visual timetable (weather, days of the week) Looking at the pictures in books to help with decoding Learning which way to hold a book and turning pages the correct way Following instructions and finding information through pictures Listen for rhyming words</p>	<p><b>Comprehension</b> Questioning during stories Explaining word meanings and giving alternative words to help understand Introduce 'retrieve' skill by asking what happened in a story Discuss 'favourite parts' of a story and build confidence in giving opinions Listening and engaging with the content of a range of stories and poems</p>
<p><b>Fluency</b> Reading stories aloud to children embedded throughout the day Nursery rhymes Repetitive refrains in stories and poems Learning songs by heart Lots of opportunities for talk and role play Phase 1 Bug Club lessons taught Phase 2 GPCs taught</p>	<p><b>Reading for pleasure</b> Book corner / book nook with theme or same author on display at one time Reading stories together Looking at and talking about books Staff are animated and expressive when reading Encouraging children to join in repetitive phrases Promote staff as readers through conversations and displays Offer a wide range of engaging and diverse books to stimulate interest Bookfest and other whole school activities enjoyed throughout the year</p>
<p><b>Communication to parents/carers</b> Reading diary sent home with wordless books Explanation to parents of how to use wordless books with children Wordless books have information and questions inside Tapestry observations on reading communicated with parents</p>	<p><b>Reading in other subjects</b> Continuous provision enhanced by story props with the play dough, tuff tray, etc Signs and displays used throughout environment Explicit links made between stories and other learning</p>



**Reception**

<p><b>Decoding</b> Bug Club decodable books Flashcards Introduction of new phonemes and graphemes (4 per weekly) Hearing / listening to sounds (tuning in) Blending and segmenting words CVC/ sound bingo Caption/picture match game Oral practice of sounds</p>	<p><b>Comprehension</b> Look at pictures – decode the picture Internalise stories Looking at rhythm and pattern Poetry VIPERS questions through story time, drawing club and discussion of vocabulary Bug Club</p>
<p><b>Fluency</b> Encouragement to reread to understand Read stories aloud to children Picture cues Story telling on whiteboard Games – tricky words, Bug Club games, board games Model – ‘silent’ reading in our heads Consider the reading environment (quiet areas to read) Ensure texts match sounds taught through careful allocation of Bug Club decodables Sharing books and Bedtime Bear books used for challenge and for listening to an adult at home</p>	<p><b>Reading for pleasure</b> Bedtime Bear books – high quality texts for sharing with an adult; information inside for parents Story mapping Variety of engaging fiction and non-fiction Internalising stories; use of poem basket Helicopter stories – scribing from pictures Audiobooks of traditional tales Go Noodle and Cosmic Yoga stories to calm Reading corner set up topic/ literature spine book displays Introduction to the school library and planned sessions with librarian Reading with buddies (Year 5) Bookfest and other whole school activities enjoyed throughout the year</p>
<p><b>Communication to parents/carers</b> Reading records Reading meeting at the beginning of year Information on website Parents’/carers’ evenings Parent and carer workshops Open door policy Proactively seeking out parents / carers who may require support Share information with parents / carers about VIPERS Recommended book lists and Bedtime Bear books with VIPER prompts Reading updates and information in the newsletter Bug club information / support for using online system</p>	<p><b>Reading in other subjects</b> Age relevant texts for other subjects Visual timetables Vocabulary and stories during Maths Contextual books are available (e.g. fireworks) on display Seasonal books from library</p>

The following is not an exhaustive list of teaching and learning activities but give an overview of the implementation of our reading curriculum in order to achieve progression across the school.



In Years 1 - 6, the skills we teach children are taken directly from the **National Curriculum** objectives.

**Year 1**

<p><b>Decoding</b> Clear progression in phonics planning All children exposed to current phonemes Bug Club decodables carefully matched to teaching Children identified and supported where needed to recap sounds Extra adult support from volunteers for reading with children Careful assessment of progression to inform interventions in decoding</p>	<p><b>Comprehension</b> Introduction of VIPERS skills Group guided reading Model reading for meaning across lessons Begin to analyse texts Model use of picture cues Oracy explicitly taught Modelling intonation and expression when reading Exposure to context for new vocabulary</p>
<p><b>Fluency</b> Encouragement to reread to understand and build pace Read stories aloud to children Picture cues Model – ‘silent’ reading in our heads Consider the reading environment (quiet areas to read) Ensure texts match sounds taught Sharing books used for challenge Modelling intonation and expression</p>	<p><b>Reading for pleasure</b> Regular story time Sharing poems of a range of genres Reading challenge used to promote enjoyment and sharing of high quality books Reading materials to explore in the learning environment Class ‘library’ of sharing books – high quality texts Bookfest and other whole school activities enjoyed throughout the year</p>
<p><b>Communication to parents/carers</b> Reading records Information on website Parents’ / carers’ evenings Parent and carer workshops Open door policy Proactively seeking out families who may require support Share information with families about VIPERS Reading updates and information in the newsletter Bug Club information / support for using online system</p>	<p><b>Reading in other subjects</b> Children given opportunities to read books in other subjects Age appropriate non-fiction books Explicitly teaching children how to read and understand a Maths question Reading instructions for tasks and persevering to comprehend what they need to do PSHE/RHE – reading between the lines in social situations and interpreting meaning Vocabulary checks during lessons</p>

**Year 2**



<p><b>Decoding</b> Bug Club used until children have fully grasped all phonics taught Phonics recap as part of spelling Phonics intervention groups with LA Spelling (recognising CEW / HFW) Dictation Benchmarking and book bands (once Bug Club completed) Exposure to key vocabulary 1:1 reading with an adult (all children once a week; WTS children 3 times a week) Reading groups SPaG and spelling rules taught Morning activities Extra adult support from volunteers for reading with children</p>	<p><b>Comprehension</b> VIPERS activity (adult led for LA) Benchmarking (once Bug Club completed) Research – online or using books Talk for reading; explaining their thinking / opinion Oracy explicitly taught Extra adult reading with children Modelling intonation and expression when reading Using dictionaries to find definitions Exposure to context for new vocabulary SATs preparation and practice Using space at the back of reading records for children to fill in books read (ensuring a varied 'diet' of books)</p>
<p><b>Fluency</b> Reading aloud, independently and to a teacher Teacher reading class book Modelling intonation and expression Rereading a passage to build pace Spelling practice of CEW/HFW to enhance recognition Extra adult reading with children Rereading of books encouraged for meaning</p>	<p><b>Reading for pleasure</b> Regular reading of class book (chosen by vote) Reading a high-quality class text at a fast pace (approximately 2 books a half term) Using reading as a tool to find more information (Reading detectives) Roald Dahl school trip Reading challenge used to promote enjoyment and sharing of high-quality books Bookfest and other whole school activities enjoyed throughout the year</p>
<p><b>Communication to parents/carers</b> Reading records – begin to encourage children to write own comments as well as parents Information on website Parents'/carers' evenings Parent and carer workshops Open door policy Proactively seeking out parents/carers who may require support Share information with parents about VIPERS In-depth feedback after benchmarking Reading updates and information in the newsletter</p>	<p><b>Reading in other subjects</b> Explicitly teaching children how to read and understand a Maths question Putting text around the classroom to encourage children to retrieve and extract rather than copy (lots of 'fact hunts') Reading instructions for tasks and persevering to comprehend what they need to do PSHE/RHE – reading between the lines in social situations and interpreting meaning Outside successes: for example, homework Vocabulary checks during lessons</p>

**Year 3**



<p><b>Decoding</b> Daily reading with targeted LA children Discussions about unfamiliar words in group reading Recap sounds for all children Phonics group work for children with identified gaps (4 times a week) Spelling rules explicitly taught Group and whole class reading to support decoding strategies Teacher reading aloud to class while children following own copy of text</p>	<p><b>Comprehension</b> Guided reading groups – verbal and written VIPERS comments Salford Benchmarking 1:1 reading with questioning Children exposed to different texts and question types Children create book reviews 'Word finder' dictionary skills activities VIPERS skills explicitly taught by teacher in reading lessons VIPERS terminology used throughout all English lessons to promote metacognition</p>
<p><b>Fluency</b> Time invested to listen to all children 1:1 Guided reading groups Sometimes listening to children read with little interruption for questioning to build fluency Teacher reading aloud to class while children following own copy of text Access to high quality reading material across curriculum areas to apply skills and build fluency</p>	<p><b>Reading for pleasure</b> Class reader where children can just listen and enjoy the book Encouragement to read books from Year 3 reading challenge and extension challenge Give more time for children to read without pressure Reading recommendations including a range of genres and challenge levels Time for informal 'book talk' Promotion of book swap and library time Poem of the day Bookfest and other whole school activities enjoyed throughout the year</p>
<p><b>Communication to parents/carers</b> Reading records – children take more ownership of comments Information on website Parents'/carers' evenings Parent and carer workshops Open door policy Proactively seeking out parents/carers who may require support Share information with families about VIPERS Reading updates and information in the newsletter</p>	<p><b>Reading in other subjects</b> Non-fiction books and texts available for other subjects Research time on tablets and computers Explicit reference made to VIPERS skills in other subjects Literature used in other subjects (e.g 'Beowulf' in History)</p>

**Year 4**



<p><b>Decoding</b> Children heard 1:1 on a regular basis (all children once a week; LA 3 times a week) Cover words and encourage children to have a go Phonics knowledge and GPCs recapped with class during spellings Specific interventions for certain children</p>	<p><b>Comprehension</b> Comprehension skills taught in English lessons and related to class reader Oral comprehension questions during 1:1 reading and class reading Short text written comprehension Children's book reviews New vocabulary checked and explained in class, particularly at the beginning of a new unit Paired comprehension orally Guided reading groups – verbal and written VIPERS comments Salford and benchmarking</p>
<p><b>Fluency</b> Children reading to adults and repeating back with fluency Children read aloud to class Comments in reading record about fluency Children reading own work aloud to the class Oral performance/drama supports fluency Access to high quality reading material across curriculum areas to apply skills and build fluency</p>	<p><b>Reading for pleasure</b> Reading challenge established and celebrated Adult reading aloud to the class every day Share book recommendations with class Adults promote books and series of books to the class Pair higher attaining readers to share books/experiences Class trip to school library Bookfest and other whole school activities enjoyed throughout the year</p>
<p><b>Communication to parents/carers</b> Reading records – children take more ownership of comments Information on website Parents'/carers' evenings Parent and carer workshops Open door policy Proactively seeking out parents/carers who may require support Share information with families about VIPERS Reading updates and information in the newsletter</p>	<p><b>Reading in other subjects</b> Opportunities to read aloud in other subjects New vocabulary explained and demystified Range of high-quality non-fiction texts Children conduct individual research for own project Instructions followed in different subjects Knowledge organisers/vocabulary lists used at start of unit High-quality texts used for all subjects</p>

**Year 5**



<p><b>Decoding</b> All children heard to read every week LA heard by an adult three times a week Children who still use phonic knowledge to decode many words focussed on during 1:1 reading Discrete phonics session for certain SEND children Teacher models applying decoding skills to a more challenging vocabulary Reading groups (class split into two groups, each with a teacher)</p>	<p><b>Comprehension</b> Class read an extract of book together and answer VIPERS questions High-quality model texts used within units to allow children to become more familiar with text and confident with extracting particular information Grammatical knowledge contextualised in texts with discussion of the impact Role play with SEND to develop comprehension Reading groups (class split into two groups, each with a teacher) – focus on VIPERS Discussion during reading of the class novel Salford and benchmarking</p>
<p><b>Fluency</b> Reread the sentence once they have decoded all the unknown words Whole class reading 1:1 reading Focus on reading using the punctuation - what is it and what is it there for? Oracy skills and performance of texts Learning of poetry and play extracts by heart to perform Access to high quality reading material across curriculum areas to apply skills and build fluency</p>	<p><b>Reading for pleasure</b> Reading challenge established (including alternative texts for LA / SEND children) Reading ambassador role established and promoted Book swap Opportunities for performance and publishing Recommending books for others Book reviews written by children displayed in classroom Whole class novel Reading corner – displays and resources Reading with buddies (Reception) Bookfest and other whole school activities enjoyed throughout the year</p>
<p><b>Communication to parents/carers</b> Reading records – children encouraged to show independence and make explicit reference to VIPERS Information on website Parents'/carers' evenings Parent and carer workshops Open door policy and proactively seeking out parents/carers who may require support Share information with families about VIPERS Reading updates and information in the newsletter Specific feedback for SEND children on targets</p>	<p><b>Reading in other subjects</b> Opportunities to read aloud in other subjects New vocabulary explained and demystified Range of high-quality non-fiction texts Children conduct individual research for own project Instructions followed in different subjects Knowledge organisers/vocabulary lists used at start of unit High-quality texts used for all subjects Reading for a range of real-life purpose, including preparing and applying for roles of responsibility Use of curiosity wall</p>

**Year 6**





<p><b>Decoding</b> Revision of all phonic knowledge and targeted support to fill gaps where identified / relevant Etymology and morphology of words explicitly taught Unfamiliar vocabulary explained and contextualised Spelling rules taught and revised Dictionary skills practised Games and starters in lessons Guided reading sessions (three groups)</p>	<p><b>Comprehension</b> Independent reading tasks (VIPERS) Vocabulary harvested to use in own writing P.E.E (Point, Evidence, Explanation) used to justify answers Guided reading sessions (three groups) - verbal and written VIPERS comments; children building independence on recording Targeted comprehension session for all groups Salford and benchmarking Grammatical knowledge contextualised in texts with discussion of the impact</p>
<p><b>Fluency</b> Skim reading for information Independent reading opportunities in class and at home Regular opportunities for reading aloud (1:1, in groups, to class) Teacher reads aloud with text displayed Access to high quality reading material across curriculum areas to apply skills and build fluency</p>	<p><b>Reading for pleasure</b> Reading challenge established (including alternative texts for LA/SEND children) Reading ambassador role established and promoted Book swap Opportunities for performance and publishing Listen to teacher read aloud Teacher recommendations Group reading and discussion time Poetry reading group Bookfest and other whole school activities enjoyed throughout the year</p>
<p><b>Communication to parents/carers</b> Reading records – children encouraged to show independence Information on website Parents'/carers' evenings SATs meeting Parent and carer workshops Open door policy Proactively seeking out parents/carers who may require support Share information with families about VIPERS Reading updates and information in the newsletter Specific feedback for SEND children on targets</p>	<p><b>Reading in other subjects</b> Knowledge organisers/vocabulary lists used at start of unit High-quality texts used for all subjects Vocabulary demystified and harvested throughout subjects Reading for a range of real life purpose, including preparing and applying for roles of responsibility Use of curiosity wall</p>