

Year 2 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
- C. Develop a **love of reading** and individual preferences for books and authors
- D. Be able to **talk confidently** about books and their opinion on what they have read
- E. Develop and extend their **vocabulary**
- F. Develop a **deep understanding** of what they have read
- G. Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims have equal weighting and all children will have access to a curriculum that covers these aspects.

E.g. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, class novels and book club texts

Love Reading

Focus—C, D, G

Once a week children can bring in a book from home to read independently and share with each other. It is a chance for children to read a book of their choice, apply the discussion skills they've been taught in reading lessons and another opportunity for staff to

Read Write Inc

Focus—A & B

Children who are not yet reading fluently at the end of Year 1 will continue with the school's phonics programme (RWI) daily into Year 2. The programme will continue daily until children are secure and reading fluently at an age related level. Additional shorter phonics interventions may be run on an afternoon.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	9:05 – 10:00 Reading	9:05 – 10:00 Reading	9:05 – 10:00 Reading	9:05 – 10:00 Reading	9-9:30 Love Reading
Lesson 2	10 – 12:00 Maths	10:00 – 12:00 Writing	10 – 12:00 Maths	10 – 12:00 Writing	9:30 – 10:30 Reading
Lesson 3					11-12:00 Writing/ Maths

Reading Lessons

Focus—B-G

Once children have completed Read Write Inc, they will move into reading lessons focused around book talk and analysing texts.

Children will have an opportunity to read different genres of texts including poetry and non-fiction and respond in different ways, e.g. partner talk, group discussion, or personal reflection.

Book Club

Focus—B-G

Once children have reached Yellow in RWI in Year 2, they will take part in a weekly book club session with an adult. They will read a book together over several weeks, with books selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. As children will be reading the books independently, they will be differentiated to reflect the children's independent reading ability. These sessions are an opportunity for staff to hear children read, model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.

Year 3 Reading Overview - what are we teaching?

Through our reading curriculum, children will

- Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention*)
- Develop **fluency** in reading and be able to read with **tone and expression**
- Develop a **love of reading** and individual preferences for books and authors
- Be able to **talk confidently** about books and their opinion on what they have read
- Develop and extend their **vocabulary**
- Develop a **deep understanding** of what they have read
- Develop their **understanding of the world** through experiencing a wide range of different genres and authors

Learning to talk about books

Children will learn to develop a love for reading through learning to

- *Recommend books that they have read to their peers, giving reasons for their choices*
- *Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say.*
- *Explain their point of view and use text based examples to back up their opinions.*
- *Discuss different authors and their individual styles, including identifying their favourite authors and giving reasons for their opinions.*
- *Ask questions about a text to aid their understanding.*

What should we be reading?

Children should...

- ◇ Listen to and discuss a wide range of **fiction, poetry, plays, non-fiction, reference books or text books.**
- ◇ Read books that are **structured in different ways** and read for a range of purposes.
- ◇ Increase their familiarity with a range of books, including **fairy stories, myths, legends and retelling some of these orally.**
- ◇ **Recognising some different forms of poetry e.g. free verse, narrative poetry.**

- Performing** (could be taught through several skills: language, inference, whole text? Children could analyse a poem through the week and then perform it.)
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 - Retelling stories orally.

PSHCE Links?

Children must...

- Understand the feelings of others, the reasons for them and how to deal with them (*Healthy Lifestyle*)
- Empathise with other people and situations (*Bullying and Conflict*)
- Recognise and challenge stereotypes (*Bullying and Conflict*)
- Understand different types of families and relationships and how they change (*Relationships*)

Reading Skills

WORD READING	BIG 3: Retrieval	BIG 3: Inference	BIG 3: Language	MINI 4: Summarising	MINI 4: Predicting	MINI 4: Comparing	MINI 4: Whole text
Read further exception words, noting unusual correspondences between spelling and sound when these occur in the word.	Know non-fiction books are structured in different ways. Use non-fiction books effectively. Find information in non-fiction texts and record it.	Make inferences e.g use clues to work out a character's thoughts, feelings or motives.	Explain the meaning of different words in context. Use a dictionary to check the meaning of words I don't know. Apply growing knowledge of root word, prefixes and suffixes (etymology and morphology) both to read aloud and understand the meaning of new words they meet.	Identify the main idea of a text.	Make predictions using information from the text.	Make and explain the links between this text, what I already know and things that have happened to me before.	Understand how the structure and presentation of a text help us to understand it. Understand stories are structured in different ways.

Year 3 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
- C. Develop a **love of reading** and individual preferences for books and authors
- D. Be able to **talk confidently** about books and their opinion on what they have read
- E. Develop and extend their **vocabulary**
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- G. Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims have equal weighting and all children will have access to a curriculum that covers these aspects.

E.g. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, class novels and book club texts

Class Novel

Focus—C, D, E, G

Each class from Year 2-6 works on a class novel through each half term. This forms the basis of their reading and writing work although classes are free to move away from the class novel to ensure that varied genres are covered, as well as to go with the interests of the children.

Love Reading

Focus—C, D, G

From 8:45-8:55am daily, children have an opportunity to read books of their choosing. In addition to this, once a week children can bring in a book from home to read independently and share with each other. It is a chance for children to read a book of their choice, apply the discussion skills they've been taught in reading lessons and another opportunity for staff to monitor reading habits and guide children's book selections.

Sample Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	9:05 – 10:00 Maths	9:05 – 10:00 Maths	9:05 – 10:00 Writing	9:05 – 10:00 Writing	9-9:30 Love Reading
Lesson 2	10:00 – 10:30 Book Club (AB)	10:00 – 10:30 Grammar	10:00 – 11:30 Maths	10:00 – 11:30 Maths	9:30 – 10:20 Maths
Lesson 3	11:00 – 11:45 Spelling	11:00 – 11:45 Writing	11:30-12:30 Reading Lesson	11:30-12:30 Reading Lesson	10:20-11:30 Writing
Lesson 4	11:45-12:30 Reading Lesson	11:45-12:30 Reading Lesson			11:30-12:30 Reading Lesson

Read Write Inc

Focus—A & B

Children who are assessed as needing decoding rather than reading speed will work on a phonics intervention as part of their reading lessons. The focus is on ensuring children are able to read accurately and fluently as soon as possible.

Depending on need, children will take part in phonics interventions daily, or twice a week.

Book Club

Focus—B-G

Once a week, children will take part in a shared reading session with an adult. They will read a book together over a half term and books will be selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. As children will be reading the books independently, they will be differentiated to reflect the children's independent reading ability. These sessions are an opportunity for staff to hear children read, model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.

Reading Lessons

Focus—B-G

Our Reading Lessons are text driven with a focus on developing children's reading for understanding. The class novel will form the basis of many reading lessons, but will also be supplemented by a range of texts: picture books, poems, extracts and non-fiction. Children may study a text over one lesson or several lessons, depending on the length or complexity of the text.

Within their reading lessons, children will have opportunities to both reflect independently and discuss texts as a group, or with a partner.

Year 4 Reading Overview - what are we teaching?

Through our reading curriculum, children will

- Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention*)
- Develop **fluency** in reading and be able to read with **tone and expression**
- Develop a **love of reading** and individual preferences for books and authors
- Be able to **talk confidently** about books and their opinion on what they have read
- Develop and extend their **vocabulary**
- Develop a **deep understanding** of what they have read
- Develop their **understanding of the world** through experiencing a wide range of different genres and authors

Learning to talk about books

Children will learn to develop a love for reading through learning to

- *Recommend books that they have read to their peers, giving reasons for their choices*
- *Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say.*
- *Explain their point of view and use text based examples to back up their opinions.*
- *Discuss different authors and their individual styles, including identifying their favourite authors and giving reasons for their opinions.*
- *Ask questions about a text to aid their understanding.*

What should we be reading?

Children should...

- ◇ Listen to and discuss a wide range of **fiction, poetry, plays, non-fiction, reference books or text books.**
- ◇ Read books that are **structured in different ways** and read for a range of purposes.
- ◇ Increase their familiarity with a range of books, including **fairy stories, myths, legends and retelling some of these orally.**
- ◇ **Recognising some different forms of poetry e.g. free verse, narrative poetry.**

- Performing** (could be taught through several skills: language, inference, whole text? Children could analyse a poem through the week and then perform it.)
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 - Retelling stories orally.

PSHCE Links?

Children must...

- Respect the opinions of others but be able to clearly express their own opinions and justify them (*Bullying and Conflict*)
- Develop strategies to challenge negative behaviours e.g. discrimination (*Bullying and Conflict*)
- Know what makes a healthy friendship (*Relationships*)

Reading Skills

WORD READING	BIG 3: Retrieval	BIG 3: Inference	BIG 3: Language	MINI 4: Summarising	MINI 4: Predicting	MINI 4: Comparing	MINI 4: Whole text
Read further exception words, noting unusual correspondences between spelling and sound when these occur in the word.	Select books for different purposes. Find information in non-fiction texts and record it.	Make inferences and use evidence from the text to prove them.	Discuss and record the words and phrases writers use to catch the interest and imagination of the reader. Explain the meaning of different words in context. Use a dictionary to check the meaning of words I don't know. Apply growing knowledge of root word, prefixes and suffixes (etymology and morphology) both to read aloud and understand the meaning of new words they meet.	Start to understand simple themes and storylines in texts.	Make predictions using facts and clues from the text.	Make and explain the links between this text, what I already know and things that have happened to me before.	Start to understand simple themes and storylines in texts. Explain why text types are organised in a particular way. Identify some organisational features of texts.

Year 4 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
- C. Develop a **love of reading** and individual preferences for books and authors
- D. Be able to **talk confidently** about books and their opinion on what they have read
- E. Develop and extend their **vocabulary**
- F. Develop a **deep understanding** of what they have read
- G. Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims have equal weighting and all children will have access to a curriculum that covers these aspects.

E.g. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, class novels and book club texts

Class Novel

Focus—C, D, E, G

Each class from Year 2-6 works on a class novel through each half term. This forms the basis of their reading and writing work although classes are free to move away from the class novel to ensure that varied genres are covered, as well as to go with the interests of the children.

Love Reading

Focus—C, D, G

From 8:45-8:55am daily, children have an opportunity to read books of their choosing. In addition to this, once a week children can bring in a book from home to read independently and share with each other. It is a chance for children to read a book of their choice, apply the discussion skills they've been taught in reading lessons and another opportunity for staff to monitor reading habits and guide children's book selections.

Sample Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	9:05 – 10:00 Maths	9:05 – 10:00 Maths	9:05 – 10:00 Writing	9:05 – 10:00 Writing	9-9:30 Love Reading
Lesson 2	10:00 – 10:30 Book Club (AB)	10:00 – 10:30 Grammar	10:00 – 11:30 Maths	10:00 – 11:30 Maths	9:30 – 10:20 Maths
Lesson 3	11:00 – 11:45 Spelling	11:00 – 11:45 Writing	11:30-12:30 Reading Lesson	11:30-12:30 Reading Lesson	10:20-11:30 Writing
Lesson 4	11:45-12:30 Reading Lesson	11:45-12:30 Reading Lesson			11:30-12:30 Reading Lesson

Read Write Inc

Focus—A & B

Children who are assessed as needing decoding rather than reading speed will work on a phonics intervention as part of their reading lessons. The focus is on ensuring children are able to read accurately and fluently as soon as possible.

Depending on need, children will take part in phonics interventions daily, or twice a week.

Reading Lessons

Focus—B-G

Our Reading Lessons are text driven with a focus on developing children's reading for understanding. The class novel will form the basis of many reading lessons, but will also be supplemented by a range of texts: picture books, poems, extracts and non-fiction. Children may study a text over one lesson or several lessons, depending on the length or complexity of the text.

Within their reading lessons, children will have opportunities to both reflect independently and discuss texts as a group, or with a partner.

Book Club

Focus—B-G

Once a week, children will take part in a shared reading session with an adult. They will read a book together over a half term and books will be selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. As children will be reading the books independently, they will be differentiated to reflect the children's independent reading ability. These sessions are an opportunity for staff to hear children read, model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.

Year 5 Reading Overview - what are we teaching?

Through our reading curriculum, children will

- Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention*)
- Develop **fluency** in reading and be able to read with **tone and expression**
- Develop a **love of reading** and individual preferences for books and authors
- Be able to **talk confidently** about books and their opinion on what they have read
- Develop and extend their **vocabulary**
- Develop a **deep understanding** of what they have read
- Develop their **understanding of the world** through experiencing a wide range of different genres and authors

Learning to talk about books

Children will learn to develop a love for reading through learning to

- Recommend books that they have read to their peers, giving reasons for their choices
- Make comparisons within and across books
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss understanding of what they have read, including through formal presentations, and debates, maintaining a focus on the topic and using notes where necessary.
- Discuss different authors and their individual styles, including identifying their favourite authors and giving reasons for their opinions.

What should we be reading?

Children should...

- ◇ Continue to discuss an increasingly large range of **fiction, poetry, plays, non-fiction, reference books or text books**.
- ◇ Read books that are **structured in different ways** and read for a range of purposes.
- ◇ Increase their familiarity with a range of books, including **myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions**.

- Performing** (could be taught through several skills: language, inference, whole text? (children could analyse a poem through the week and then perform it.)
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
 - Learning a wider range of poetry by heart.

PSHCE Links?

Children must...

- Respect the opinions of others but challenge viewpoints where appropriate (*Bullying and Conflict*)
- Understand the terms economic migrant, asylum seeker, refugee, democracy, migration and poverty (*Citizenship*)
- Be able to recognise and challenge stereotypes (*Bullying and Conflict*)

Reading Skills

BIG 3: Retrieval	BIG 3: Inference	BIG 3: Language	MINI 4: Summarising	MINI 4: Predicting	MINI 4: Comparing	MINI 4: Whole text
Retrieve, record and present information from Non-fiction. Distinguish between statements of fact and opinion. Make notes effectively. Use knowledge of text structure to find information. Use text marking to highlight information.	Make inferences - e.g. I can infer a character's thoughts, feelings of emotions from their actions. Use evidence to justify inferences.	Identify and comment on a writer's use of language for effect (using examples). Work out the meaning of tricky figurative language using different strategies. Work out the meaning of different words in context, using different strategies. Know how writers use grammatical features to impact on the reader.	Summarise main points from a text.	Use clues from the text to make predictions.	Make and explain the links between this text, other similar texts and my own knowledge and experiences. Know the features of different types of stories. Talk about similarities and differences between different versions of texts.	Work out the effect of the context on a text (e.g. when it was set, where it was set). Identify the purpose, structure and grammatical features of non-fiction texts and decide how effective they are. Identify how the language and structure of a text help it make sense.

Year 5 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
- C. Develop a **love of reading** and individual preferences for books and authors
- D. Be able to **talk confidently** about books and their opinion on what they have read
- E. Develop and extend their **vocabulary**
- F. Develop a **deep understanding** of what they have read
- G. Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims have equal weighting and all children will have access to a curriculum that covers these aspects.

E.g. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, class novels and book club texts

Class Novel

Focus—C, D, E, G

Each class from Year 2-6 works on a class novel each half term. This forms the basis of their reading and writing work although classes are free to move away from the class novel to ensure that varied genres are covered, as well as to go with the interests of the children.

Love Reading

Focus—C, D, G

From 8:45-8:55am daily, children have an opportunity to read books of their choosing. In addition to this, once a week children can bring in a book from home to read independently and share with each other. It is a chance for children to read a book of their choice, apply the discussion skills they've been taught in reading lessons and another opportunity for staff to monitor reading habits and guide children's book selections

Reading Plus/ RWI Intervention

Focus—B & E

Computer based reading programme based around increasing children's reading fluency and reading speed. The programme regularly assesses children and tailors provision to their needs. Staff will monitor children's progress during these sessions and tailor support as required.

Children who are assessed as needing decoding rather than reading speed will work on a phonics intervention during this time.

Sample Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	9:05 – 9:45 Reading Plus	9:05 – 9:45 Reading Plus	9:05 – 10:00 Writing	9:05 – 10:00 Writing	9-9:30 Love Reading
Lesson 2	9:45 – 10:30 Spelling	9:45 – 10:30 Maths	10 – 11:30 Maths	10 – 11:30 Maths	9:30 – 10:20 Writing
Lesson 3	11-12 Maths	11-12 Writing	11:30-12:30 Reading lesson	11:30-12:30 Reading lesson	10:20 – 11:30 Maths
Lesson 4	12:00 – 12:30 Book Club	12:00 - 12:30 Grammar			11:30-12:30 Reading lesson

Reading Lessons

Focus—B-G

Our Reading Lessons are text driven with a focus on developing children's reading for understanding. The class novel will form the basis of many reading lessons, but will also be supplemented by a range of texts: picture books, poems, extracts and non-fiction. Children may study a text over one lesson or several lessons, depending on the length or complexity of the text.

Within their reading lessons, children will have opportunities to both reflect independently and discuss texts as a group, or with a partner.

Book Club

Focus—B-G

Once a week, children will take part in a shared reading session with an adult. They will read a book together over a half term and books will be selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. As children will be reading the books independently, they will be differentiated to reflect the children's independent reading ability. These sessions are an opportunity for staff to hear children read, model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.

Year 6 Reading Overview - what are we teaching?

Through our reading curriculum, children will

- Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention*)
- Develop **fluency** in reading and be able to read with **tone and expression**
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Learning to talk about books

- Children will learn to develop a love for reading through learning to
- Recommend books that they have read to their peers, giving reasons for their choices
 - Make comparisons within and across books
 - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
 - Explain and discuss understanding of what they have read, including through formal presentations, and debates, maintaining a focus on the topic and using notes where necessary.
 - Discuss different authors and their individual styles, including identifying their favourite authors and giving reasons for their opinions.

What should we be reading?

Children should...

- ◇ Continue to discuss an increasingly large range of **fiction, poetry, plays, non-fiction, reference books or text books.**
- ◇ Read books that are **structured in different ways** and read for a range of purposes.
- ◇ Increase their familiarity with a range of books, including **myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.**

Performing (could be taught through several skills: language, inference, whole text? (children could analyse a poem through the week and then perform it.)

- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Learning a wider range of poetry by heart.

PSHCE Links?

- Children must...
- Recognise types of aggressive and antisocial behaviours, including discrimination and homophobia and ways to challenge these behaviours in others. (*Bullying and Conflict*)
 - Understand democracy (*Citizenship*)
 - Understand human rights (*Citizenship*)
 - Know that relationships change over time (*Relationships*)

Reading Skills

BIG 3: Retrieval	BIG 3: Inference	BIG 3: Language	MINI 4: Summarising	MINI 4: Predicting	MINI 4: Comparing	MINI 4: Whole text
Retrieve, record and present information from Non-fiction. Distinguish between statements of fact and opinion.	Make inferences - e.g. I can infer a character's thoughts, feelings or emotions from their actions.	Identify and comment on a writer's use of language (using examples). Work out the meaning of tricky figurative language using different strategies. Identify and comment on a writer's use of language for effect. Explore the meaning of words in context. Explain how writers use grammatical features for effect, e.g. short sentences for tension.	Summarise key information from different parts of a text. Identify the key points in a text.	Predict what might happen from details stated or implied.	Make and explain the links between this text, other similar texts and my own knowledge and experiences. I can recognise texts with features from different text types.	Identify and discuss themes in different types of texts. Identify the writer's viewpoint and discuss it. Decide and explain if a text is structured effectively, or not. Discuss the features of different text types. Decide how language and structure of a text contribute to meaning.

Year 6 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
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Reading Lessons

Focus—B-G

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Reading Plus/ RWI Intervention

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Children who are assessed as needing decoding rather than reading speed will work on a phonics intervention during this time.

Sample Timetable

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Lesson 2	10 – 10:40 Grammar	9:50 – 11:10 Maths	10 – 11:30 Maths	10 – 11:30 Maths	9:30 – 10:30 Writing
Lesson 3	11:00 – 11:45 Reading Plus	11:10 – 11:40 Book Club	11:30-12:30 Reading lesson	11:30-12:30 Reading lesson	10:30 – 11:30 Maths
Lesson 4	11:45 – 12:30 Spelling	11:40 – 12:30 Reading Plus			11:30-12:30 Reading lesson

Book Club

Focus—B-G

Once a week, children will take part in a shared reading session with an adult. They will read a book together over a half term and books will be selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. As children will be reading the books independently, they will be differentiated to reflect the children's independent reading ability. These sessions are an opportunity for staff to hear children read, model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.