



St Mary's Reading Curriculum



How We Teach Guide

Reading is a top priority at St Mary's and is at the core of everything we do. Reading is the key to the whole curriculum and we aspire for all children to leave St Mary's as children with a life-long passion for reading.

Each Year Group has a Reading Spine which consists of a core text used as a stimulus for writing, daily readers for enjoyment and pleasure and curriculum books to support learning across the curriculum.

Archaic language Nonlinear time sequence Narratively complex Figurative/symbolic text Resistant texts

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core writing books	The Egyptian Cinderella by Shirley Climbo	The Scarab's Secret by Nick Would	Charlotte's web by E.B White	The Firework Maker's Daughter by Phillip Pullman	The Iron Man by Ted Hughes	The lion, the witch and the wardrobe by C.S. Lewis
Daily readers	Matilda by Roald Dahl Cloud Busting by Malorie Blackman	Matilda by Roald Dahl	Charlotte's web by E.B White	The Firework Maker's Daughter by Phillip Pullman	The Iron Man by Ted Hughes Nim's Island by Wendy Orr	The lion, the witch and the wardrobe by C.S. Lewis
Curriculum books	Marcy and the Riddle of the Sphinx by Joe Todd Stanton Meet the Ancient Egyptians by James Davies I am a Jigsaw: Puzzling Poems	The story of Tutankhamun by Patricia Cleveland-Peck and Isabel Greenberg Mummies unwrapped by Tom Froese Where Zebras	The Rock Factory: A Story About Rocks and Stone by Jacqui Bailey & Matthew Lilly The Pebble in my Pocket: A History of Our Earth by Meredith	Stone Age Boy by Satoshi Kitamura The Secrets of Stonehenge by Mick Manning & Brita Granström The Lost Words by Robert Macfarlane &	How to Wash a Woolly Mammoth by Michelle Robinson & Kate Hindley The first drawing by Mordicai Gerstein Amazing Rivers	The last tree by Emily Haworth-Booth e Upon a Raindrop: The Story of Water by James Carter & Nomoco The Stolen Spear

Across the year, children will be exposed to a range of text types as highlighted on our Reading Spine.

Each class will have a daily story time where an adult reads the daily reader to the class.

EYFS and KS1

Reading is taught through phonics using our scheme Unlocking Letters and Sounds (ULS). This is taught daily. The lessons follow the following structure.

Revisit, Teach, Practise, Apply, Revise

Alongside the daily phonics teaching, children will also take part in a weekly guided reading session. These books will match the children's reading ability level and will give the teacher the opportunity to listen to individual readers, model fluency and prosody and ensure comprehension of the text.

Children will have a reading book which matches their phonics level to take home and read with an adult.

During Year 2, some children will progress to the Accelerated Reader programme. Once the phonics programme has been completed, the class will move to a carousel form of Guided Reading which is explained in more detail below.

Carousel Guided Reading Year 2

The class will be split into ability groups, between 3 and 5 depending on the size of the class. Each group will have the opportunity to work with the class teacher once a week reading an appropriately challenging text. This may vary for each group. Again, this gives the teacher the chance to listen to all children read and provide 1:1 feedback. All other groups will be working independently during this time on either spelling/handwriting practice, comprehension questions or independent reading time. Where possible, the independent activity should follow the teacher led group.

	Monday	Tuesday	Thursday	Friday
Group 1 SEN	Teacher led group VIPERS LF: VIPERS	Independent comprehension activity linked to VIPERS skill taught yesterday TA supervision	Spelling practise when it's see looked very TA supervision	Accelerated Reader/Book Reviews/Nessy
Group 2 LA	Accelerated Reader/Book Reviews	Teacher led group VIPERS LF: VIPERS	Independent comprehension activity linked to VIPERS skill taught yesterday	Spelling practise loneliness sadness weakness softness joyful thankful careful powerful TA supervision
Group 3 MA	Spelling practise loneliness sadness weakness softness joyful thankful careful powerful TA supervision	Accelerated Reader/Book Reviews	Teacher led group VIPERS LF: VIPERS	Independent comprehension activity linked to VIPERS skill taught yesterday
Group 4 HA	Independent comprehension activity linked to VIPERS skill taught last week	Spelling practise loneliness sadness weakness softness joyful thankful careful powerful	Accelerated Reader/Book Reviews	Teacher led group VIPERS LF: VIPERS

Year 3 - 6

From Year 3 onwards, children should be proficient readers and able to access whole class Guided Reading lessons which take place 4 times a week.

These lessons should focus on the VIPERS reading skills.

Each week, the lessons will be based on one text and will focus on a range of different skills.

A broad range of text types should be accessed across the course of the year including fiction, non-fiction and poetry.

Vocabulary
Inference
Prediction
Explain
Retrieve
Summarise

Accelerated Reader

- Children complete a STAR Reading assessment online.
- Teacher retrieves results, print and sets targets.
- Send home ZPD and targets and keeps a record of these in class for any staff or volunteers.
- Children use ZPD to interpedently choose a book within this banding.
- Children read books.
- When finished, children take an AR quiz online (often during EMA or guided reading) and collect points towards their target.
- Based on results, children choose another book.

Celebrating Reading

Reading is celebrated throughout the school year with a range of events. World Book Day is a highlight of the year which we celebrate all week long! Book at bedtime events, book fairs and competitions all help to increase the profile of reading across the school. Certificates are awarded in weekly celebration assemblies linked to our yearly reading challenge.

Expectations at home

All children are expected to read at home at least 4 times each week. Children have reading records which they take home and bring into school each day. Teachers monitor home reading carefully and act swiftly if children are not getting their reading records signed. Adults at school can sign the reading record when listening to children read at school and use the appropriate stamp.

Assessment

STAR reading tests are completed 4 times a year, September, December, March and July. This tracks pupil reading ages.

NFER tests are completed 3 times per year at the end of Term 2, 4 and 6.

The bottom 20% of readers in each class are identified and tracked carefully by the class teacher. These children are priority readers.