



Being able to read with fluency, skill and understanding is a crucial skill for education and for life, both in terms of enjoyment and for learning. At Stoke Canon C of E Primary School and The Three Rivers Federation, we are committed to ensuring that all of our children are taught to read well through a purposeful, systematic and engaging curriculum, in discreet reading lessons and through learning opportunities across the curriculum. Above all, we want children in our school to become enthusiastic, independent and reflective readers who love to read.

A reader from Stoke Canon C of E Primary school will:

- **Be able to read with confidence, skill and understanding.**
- **Read for pleasure and gain enjoyment from reading.**
- **Discuss the things they enjoy in the books they read and recommend books and authors to their peers.**
- **Know about a wide range of authors and genres.**
- **Be able to apply the things they have learnt in phonics to help them read and decode unfamiliar words.**
- **Enjoy reading and understanding the meaning of new words.**
- **Be exposed to high quality books, from a variety of cultures and in a range of different styles and formats.**
- **Apply their reading skills in both their writing and their understanding of the wider curriculum.**
- **By the end of year 6 all children will be reading at age related expectations or above.**
- **By the end of year 2 all children will have completed the RWI phonics program and will be at age related or above expectations according to the national curriculum.**

Reading for pleasure

Intent	To create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts. Children will have opportunities to browse literature and make a personal choice about what they read in addition to participating in structured reading activities. They will build their preferences in reading and recognise the authors and styles which they enjoy to read. They will engage in discussion about the things they have read with adults and peers and participate in a culture of sharing and recommending books.				
Implementation	Reading for pleasure will be at the heart of the reading curriculum and will be implemented through a range of provision (reading aloud, independent reading, guided reading and reading during the English teaching sequence). It will be further supplemented through additional reading activities such as author visits, World Book day celebrations, whole school celebration of reading with additional challenges and sponsored reads. All classrooms have a well stocked book corner and are regularly updated to keep the children's interests. We have a recently refurbished library to support the book choices of the children in the classes. All classes have daily storytime to provide opportunities to share and discuss a wide range of vocabulary and genres. .				
	Reading aloud will;	**Independent reading will;**	**Guided reading will;**	**Reading during the English teaching sequence will;**	**Additional school reading activities will;**
By the end of Y6	Expose children to challenging or archaic texts and make connections with their learning. Include discussion of the impact of authorial techniques. Maintain our children's love of reading aloud and sharing stories.	Expose children to age appropriate books, including whole novels. Widen the range and challenge of books read including texts from a wider literary heritage. Enable children to choose fiction or non-fiction to further their own interests or enquiries.	Teach the comprehension and decoding skills required to achieve age related expectations, as detailed in the national curriculum. Teaches the love of reading and discussion of text, through reflective talk and promoting lifelong skills for reading.	Expose children to high quality texts in a variety of text types. These texts will act as models for writing at a higher level than that which children could access independently, they will also act as models for writing for an audience.	Embed a culture of reading for pleasure and sharing stories with peers and adults throughout the school.
Reading aloud to children					
	EYFS	**Y1**	**Y2**	**Y3/4**	**Y5/6**

Intent	To build a bank of story and rhyme knowledge. To expose children to texts beyond those which they can read themselves. To expose children to a range of vocabulary beyond that which they can read themselves. To develop an enjoyment for reading. Daily exposure to quality books for a minimum of ten minutes. Exposing children to different genres, through linked texts from books they can read themselves. (RWI linked texts). Providing opportunities to discuss and understand new texts and vocabulary.	To widen knowledge of texts and authors including poetry. To sustain stamina in listening to and reading texts. To make connections within a book. To expose children to a range of vocabulary beyond that which they can read themselves and provide opportunities for whole class discussions. To build upon a love of reading.	To introduce children to a wider range of authors, contexts and genres including non-fiction. To make links between topic work, PSHE ideas and English work. To expose children to a range of vocabulary and authorial techniques. To build upon a love of reading and sharing stories.	To expose children to challenging or archaic texts to make connections with topic work, PSHE ideas and English work. To discuss the impact of authorial techniques. To maintain a love of reading aloud and sharing stories.
Implementation	Regular exposure to quality texts throughout the school week - including class books which are shared at the end of the day or after lunch. Regular dialogic based discussion activities during reading activities. Teacher reading aloud sessions during guided reading and cross curricular activities. Class texts which link to topic work and further embed the learning across the curriculum.			
Core texts	Peace at Last by Jill Murphy Dear Zoo by Rod Campbell Where's Spot? by Eric Hill You Choose - Pippa Goodheart and Nick Sharett We are going on a bear hunt - Micheal Rosen Brown Bear, Brown Bear what do you see - Bill Martin Jnr and Eric Carle Jaspers' Beanstalk - Nick Butterworth and Mick Inkpen The very hungry caterpillar - Eric Carle Hairy Mcclary from Donaldson Dairy - Linley Dodd Each Peach Pear Tree - Allan and Janet Ahlberg Can't You Sleep Little Bear - Martin Waddell Where the Wild things are - Maurice Sendak	Traction Man is Here - Mini Grey Meerkat Mail – Emily Gravett Amazing Grace – Mary Hoffman Pumpkin Soup – Helen Cooper Who's Afraid of the Big Bad Book? – Lauren Child Not Now Bernard – David McKee Tuesday – David Wiesner The Flower – John Light Gorilla – Anthony Browne Emily Brown	Year 3 The Iron Man – Ted Hughes Cat Tales: Ice Cat – Linda Newberry The Sheep-pig – Dick King-Smith The Abominables- Dick King-Smith The Lion, The Witch and The Wardrobe – CS Lewis The Battle of Bubble and Squeak Year 4	Year 5 The Wolves of Willoughby Chase – Joan Aiken Varjak Paw – SF Said Wolf Brother – Michelle Paver Street Child – Berlie Doherty The Midnight Fox – Betsy Byars Tom's Midnight Garden – Phillipa Pearce FArTHER – Grahame Baker-Smith Year 6

	Hug – Jez Alborough The Train Ride – June Crebbin Come on, Daisy – Jane Simmons Owl Babies – Martin Waddell The Gruffalo – Julia Donaldson Handa's Surprise – Eileen Browne Mr Gumpy's Outing – John Burningham Rosie's Walk – Pat Hutchins Six Dinner Sid – Inga Moore Mrs Armitage – Quentin Blake Whatever Next – Jill Murphy On the Way Home – Jill Murphy Farmer Duck – Martin Waddell Goodnight Moon – Margaret Wise-Brown Shhh! – Sally Grindley The Elephant and the Bad Baby – Elfrida Vipont and Raymond Briggs Avocado Baby – John Burningham The Tiger Who Came to Tea – Judith Kerr Lost and Found – Oliver Jeffers Knuffle Bunny – Mo Willems Beegu – Alexis Deacon Dogger – Shirley Hughes Cops and Robbers – Alan and Janet Ahlberg Elmer – David McKee	and The Thing – Cressida Cowell Frog and Toad Together – Arnold Lobel The Owl Who Was Afraid of the Dark – Jill Tomlinson Fantastic Mr Fox – Roald Dahl The Hodgeheg – Dick King-Smith Flat Stanley – Jeff Brown Willa and Old Miss Annie – Berlie Doherty	Bill's New Frock – Anne Fine Charlotte's Web – EB White Why the Whales Came – Michael Morpurgo The Firework Maker's Daughter – Phillip Pullman The Snow Walker's Son – Catherine Fisher Perry Angel's Suitcase – Glenda Millard Voices in the Park – Anthony Browne	Holes – Louis Sachar Clockwork – Phillip Pullman The Hobbit – JRR Tolkien Skellig – David Almond Fireweed – Jill Paton Walsh River Boy – Tim Bowler The Arrival – Shaun Tan

to their peers.

Y5/6

To read age appropriate books, including whole novels.

To widen the range and challenge of books children read, including texts from a wider literary heritage.

To use fiction or non-fiction to further their own interests or enquiries.
To read for pleasure and make recommendations

Independent reading and home/school reading

	EYFS	Y1
Intent	To teach children the skills to independently read phonetically decodable books matched to their phonetic knowledge and skills. To ensure children have high quality independent reading experiences at home and at school. To provide opportunities for books to be enjoyed in an enjoyable and rewarding manner.	To teach child skills to independently phonetically decodable boo matched to th phonetic know and skills. Increasing sta and developin speed and flu Reading age-appropria books

Implementation	Fully decodable books following the Read Write Inc phonics programme. Phonics workshops and guidance for parents. Daily readers to support the disadvantaged and lower 20% in every class. Access to the school library and class book area. Home reading records checked weekly. Book fairs and book swaps. Reading workshops for parents.	

Guided reading/reading instruction

	EYFS	Y1	Y2	Y3/4

Intent	To teach the comprehension and decoding to achieve age related expectations (as deta Developing, improving and practicing the s become a reader who has the fluency and comprehension to reach and exceed age r expectations atthe end of key stage 1 and Guided groups provide an opportunity to fo developing fluency and comprehension wh a shared text. Guided reading sessions sh reading skills for all learners including thos independently. Written tasks are an opportunity to extend comprehension or discussion work done in group.Tailor sessions to maintain interest a engagement, whilst selecting the pedagogy drives and supports individual learning.			
Implementation	Daily RWI sessions. Children are grouped according to RWI assessment colours. Linking to their individual phonics knowledge and applications to reading.		day and pupils grouped than ability.reading skills guided group with teach question based tasks.	guided reading sessions: least one group per As par ndent activities enabling ch ply An increasing expectati derstanding through KS2.In rehension skills are directly c

Core texts	RWI reading books	Year 2 Fin Mc Cal and the Gaint's Causeway	Year 3 Traction Man is Here Magic Finger Diary of a killer cat Year 4 Butterfly Lion Ice Palace	Year 5 Wreck of the Zanzibar Firework Makers Daughter Where the Wild things are
				Year 6 Skellig Blackberry Blue Rubbish Town Hero

Shared reading as part of teaching sequence

Intent	To expose children to quality children's literature which is challenging, engaging and inspiring for pupils to use as models for their own writing. To ensure that a rich and varied selection of texts is at the heart of all learning. To use high quality text choices to create a culture across the school where children learn skills to enable them to write clearly and accurately for a purpose, adapting their language and style for a range of contexts. To enable children to use their reading skills to make choices over their writing, considering the impact on the reader as they do so.

Implementation Teachers choose high-quality texts to teach their writing curriculum through. These text choices are of huge importance and significant weight is given to making good text choices to match pupil need. Texts are chosen to be inspiring and ambitious, as well as varied throughout the year.

Sequences always begin with an immersion phase where classes become familiar with the text, including style, language, layout, impact, illustration etc. These early discussions shape the teaching sequence and pupils learn skills which are modelled within the text to ensure their independent writing is effective.

Reading objectives are also taught through this immersion phase and pupils spend time inferring meaning, predicting events and summarising, among other skills. Success in these reading skills leads to success in writing too.

Core texts See attached core text documents - See Writing Curriculum Plans for core texts. A and B

Core reading texts to support reading to learn across the curriculum

EYFS / Y1 Y2 Y3/4 Y5/6

Intent Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects
Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum.
Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.
The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
Class books and texts used at storytime link to the current topic being taught.

Independent access to cross-curricular books for each area of learning and integrated in foundation subject lessons and teaching.

Book band books taken home have a variety of different cross-curricular themes and genres.

Where possible sequence texts chosen to allow cross-curricular links.

SATs
AR assessments
Observations of reading behaviour & talking to pupils

Independent and home reading records
Guided reading journals
Verbal and written book reviews & recommendations
Written responses to reading activities
Star Reader

Implementation	Texts specifically chosen to read aloud to children during appropriate lessons. Storytime texts linked to chosen cross-curricular learning for that day/week. Designated book basket for cross-curricular themed books, to allow independent access. Where possible sequence texts chosen to allow cross-curricular links.	Wh to tau Inc the are Cr int fou les Bo ho dif cro the Wh tex cro

Assessment Evidence in order to assess impact	EYFSP Phonic Screening Check Observations of reading behaviour and talking to pupils. Individual 1:1 reading with class teacher every week. Individual and home reading records Running records to assess fluency and accuracy RWI Phonic assessments every 6 weeks. NFER summer term only in year 1.	SATs Phonics Scr Observation behaviour & pupils Indi home readir Guided read Running rec fluency and RWI Phonic every 6 wee AR Assessm Star Reader
Assessment Expectations (what assessment criteria are used? When? Moderation?	Teachers' assessment informs the planning cycle pupils receive the instruction they need in order to forwards with pace and confidence.There are diffe of assessment within reading:● Individual reading of staff is used to analyse children's strengths and and to plan future work and targets accordingly● W and group reading tasks provide assessment oppo against the main curriculum domains for reading● attainment and progress is regularly monitored an through RWI assessments, GR records, and end o tests.	

Assessment

● Children also undertake the phonics screening check in Year1.
● Assessment is moderated within staff meetings across the Three Rivers Federations with the subject leaders from both schools. ● Progress meetings within year groups and with members of SLT are used to discuss progress in reading and any concerns are raised and addressed.