

Reading Curriculum Overview – Newport Community School Primary Academy



Reading Intent Newport Community School Primary Academy:

- To ensure that every child learns to read, and reads widely and for their own pleasure, so that they become lifelong readers, regardless of their background, needs or ability.
- For children to have the opportunity to become familiar with, and read a range of genres (including stories, poems and non-fiction) fluently and to show a good understanding of what they have read.
- To provide all children with inspiring opportunities and experiences related to reading so that all children are enthusiastic about reading and enjoy listening to a range of stories, poems and non-fiction. School displays and the school library promote reading for pleasure.
- To provide teaching that inspires the children to read widely and often from staff who are enthusiastic about reading and have developed proficiency in the teaching of phonics and reading to ensure that all children learn to read.
- To provide challenging and engaging reading opportunities for those pupils whose attainment is deemed as working above age related experience to ensure all pupils, including those who make accelerated progress in the Early Years, make good progress.
- To provide opportunities to read and listen to a range of culturally diverse texts to ensure pupils compassion and understanding of the world beyond the locality in which they live is developed.
- To enable all children to read by the end of KS1 by providing high quality daily systematic phonics provision through the Little Wandle Letters and Sounds programme alongside targeted provision for children identified as making less progress within regular assessments.
- To provide high quality blended learning for reading online which is accessible to all children, including those who are disadvantaged, if they are unable to access classroom provision due to the effects of Covid 19.
- To identify children who have made least progress due to the disruption of Covid 19 through regular assessment. These assessments are used to implement keep up plans which enable these children to make sufficient progress by the end of the year.



Across the school, children are supported to engage with a range of books and rich reading experiences which enable them to develop a passion for reading and to recognise that communication is at the heart of all learning. Through the reading experiences that the children encounter, the key concepts of audience, purpose and understanding are emphasised.

The staff at Newport are 'teachers that read' who share their enthusiasm for reading with the children by providing engaging reading activities and experiences within each classroom to ensure that children are motivated and inspired to read. The reading experiences that are shared with children support them to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils to acquire knowledge, develop their vocabulary and build on what they already know so that they can make progress in all areas of the curriculum.

Frequency of Reading Activities:



Reading for pleasure



Intent	<ul style="list-style-type: none">• To ensure that every child learns to read, and reads widely and for their own pleasure, so that they become lifelong readers, regardless of their background, needs or ability.• For children to have the opportunity to become familiar with and read a range of genres (including stories, poems and non-fiction) that they enjoy and can read fluently, as well as showing good understanding of what they have read.• To provide all children with inspiring opportunities and experiences related to reading so that all children are enthusiastic about reading and enjoy listening to a range of stories, poems and non-fiction.• To build preferences in reading and choose to read and enjoy a variety of texts.• To recognise individual authors, poets and styles of reading that individuals enjoy.• To engage in book discussion in a range of contexts, alongside both adults and peers.• To share and recommend a range of books.
Implementation	<ul style="list-style-type: none">• Annual book week in the autumn term to foster a love of reading – shared stories, children given opportunities to work on a shared text and activities linked to book week.• Annual author visits to promote reading.• School Library and School Librarian to support children to make their own book choices.• Reading for Pleasure opportunities within class (e.g regular book week) and guided reading sessions.• World Book Day week of activities to promote a love of books and reading.• Sharing books in assembly.• Reading for Pleasure Questionnaires to support children with book choices and developing a love for a wide range of genres.• Shadowing of national book awards e.g Blue Peter Awards, Lollies and Kate Greenaway Award.• Reading resources regularly updated to provide children with a wide-range of relevant and current reading materials.• Book displays promote reading for pleasure and inspire the children's book choices.• Reading Cloud in upper KS2 to support book reviews and recommendations.

- Recommended texts for children shared with parents and available online.

In addition, all reading contexts below contribute to developing reading for pleasure.

Reading aloud to children



	Nursery / Reception	Year 1	Year 2	Year 3 / 4	Year 5 / 6
Intent	<p>To build a bank of story and rhyme knowledge.</p> <p>To develop children's vocabulary.</p> <p>To develop a love of reading and sharing stories.</p> <p>To develop children's understanding of the world beyond the locality in which they live and their compassion for others.</p>	<p>To widen children's knowledge of texts and authors, including non-fiction and poetry.</p> <p>To sustain stamina in listening to and reading texts.</p> <p>To make connections within a book and to make links between books.</p> <p>To develop children's vocabulary.</p> <p>To develop a love of reading and sharing stories.</p> <p>To develop children's understanding of the world beyond the locality in which they live and their</p>	<p>To widen children's knowledge of texts and authors, including non-fiction and poetry.</p> <p>To make connections within a book and to make links between books.</p> <p>To develop children's vocabulary.</p> <p>To maintain enjoyment of reading.</p> <p>To develop children's understanding of the world beyond the locality in which they live and their compassion for others.</p>	<p>To introduce children to a wider range of authors and contexts e.g. historical and cultural.</p> <p>To develop children's vocabulary.</p> <p>To maintain enjoyment of reading.</p> <p>To develop children's understanding of the world beyond the locality in which they live and their compassion for others.</p>	<p>To ensure children have knowledge of a wide range of genres and have experienced challenging and archaic texts, e.g., language and themes.</p> <p>To develop children's vocabulary.</p> <p>To maintain enjoyment of reading.</p> <p>To develop children's understanding of the world beyond the locality in which they live and their compassion for others.</p>

		compassion for others.			
Implementation	Daily Shared Reading Session for at least 10 minutes. Newport Reading Spine. High quality poetry and non-fiction to be included in shared reading at least every half term.				
Core texts: Daily exposure to quality books for a minimum of ten minutes.	Stories with familiar settings. Stories with a repeating pattern. Nursery Rhymes. Fairy stories. Traditional tales. Non-fiction – linked to topic and children’s interests.	Fairy stories. Traditional tales. Stories with a predictable pattern. Non-fiction – linked to theme. Poems which children can recite by heart. Short chapter book / Stories at a level beyond which children can read independently.	Fairy stories. Traditional tales. Stories at a level beyond which children can read independently. Non-fiction books which are structured in different ways. Contemporary poetry – Joseph Coelho. Poems which children can recite by heart- Michael Rosen.	Year 3: Podkin One Ear The Iron Man The Truth Pixie The Land of Roar Selected poetry Life Sized Bugs Journey to the Centre of the Earth Podkin One Ear Beasts of Olympus – The Beast Keeper	Year 5: The Boy Who Swam with Piranhas Brightstorm Rise Up – Extraordinary Children Malala’s Magic Pencil Selected Poetry The 1000 Year Old Boy Clockwork The Arrival The Boy at the Back of the Class
				Year 4: The Boy at the Back of the Class The War of the Worlds Rise Up – Extraordinary Children How to be an Astronaut Once Upon a Star Selected Poetry The Lion, The Witch and the Wardrobe KrindleKrax	Year 6: The Explorer Uki and the Outcasts Gruesome Grange Selected poetry Malala’s Magic Pencil Skellig Clockwork Journey to the River Sea The Wild Way Home

Independent reading and home/school reading



	Reception / Year 1	Year 2	Year 3/4	Year 5/6
Intent	<p>To independently read phonically decodable books matched to their phonic knowledge and skills.</p> <p>To have experienced books of their own choice from the school library with an adult.</p>	<p>To read age-appropriate books.</p> <p>To increase stamina for reading.</p>	<p>To choose to read appropriate texts independently.</p> <p>To read for sustained periods of time.</p> <p>To increase the length and complexity of texts being read.</p> <p>To read short novels independently with understanding (by the end of year 4.)</p>	<p>To read age-appropriate books, including whole novels.</p> <p>To widen the range and challenge of books they read, including texts from a wider literary heritage.</p>
Implementation	<p>Children are given texts in guided reading and home reading that are matched to their phonics phase to apply taught skills in their independent reading. (Decodable reading books linked to the child's Letters and Sounds phases with known GPCs are provided for home reading – Dandelion Readers, Big Cat Collins Phonics, Bug Club</p>	<p>Children are taught to select appropriate texts independently from the class selection but these choices are closely monitored by staff through the Seesaw</p>	<p>Children are taught to select appropriate texts independently from the class selection and school library through training. These choices are closely monitored by staff through the Seesaw reading record and 1-1 reading to ensure their suitability for each child.</p> <p>Staff support children to make book choices through book lists and recommendations to ensure children are</p>	

	<p>Reading Scheme, Song Birds Phonics, Oxford Phonics Books, Oxford Owl E-Library – Letters and Sounds.)</p> <p>Children re-read books containing the Grapheme Phoneme Correspondences that are familiar so that they develop fluency in reading.</p> <p>Seesaw reading records monitor children’s independent reading so that support can be provided where necessary.</p> <p>Each week the children are supported to access the class library to develop their reading preferences, vocabulary and knowledge of the world.</p> <p>Parent workshops autumn term – Reception – focus on phonics, supporting your child to learn to read and reading for pleasure.</p> <p>Parent workshops phonics - Year 1 autumn term.</p>	<p>reading record to ensure their suitability.</p> <p>The children are encouraged to read longer books as they move through the year to develop their reading stamina.</p> <p>Phonetically decodable books are available for those children securing phase 5 of Letters and Sounds.</p> <p>Weekly Library Visits are used to support children to develop reading preferences.</p>	<p>reading age-appropriate texts which provide a suitable level of challenge and enable them to develop their stamina for reading.</p> <p>Weekly Library Visits are used to support children to develop reading preferences.</p> <p>Phonics Books for Keep Up readers provided for identified children e.g Talisman Series.</p>
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Guided Reading/ Reading Instruction / Whole Class Reading



	Reception	Year 1	Year 2	Year 3/4	Year 5/6
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<p>Intent</p>	<p>To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in Early Learning Goals / National Curriculum).</p> <p>To provide remote learning in reading for all children who are unable to access school – see section on remote learning for further details.</p>			
<p>Implementation</p>	<p>Daily Little Wandle Letters and Sounds sessions.</p> <p>Small group guided reading sessions with an adult linked to the Little Wandle phonics phase when children are assessed as ready to apply the application of decoding skills.</p> <p>Staff are clear of the expected letters and sounds phase for each term to quickly identify those children who need keep up phonics: Phase 2 – Autumn term Phase 3 – Spring term / consolidation Summer term Phase 4 – Summer term</p>	<p>Daily Little Wandle Letters and Sounds sessions - Phase 5.</p> <p>Little Wandle Letters and Sounds Reading Programme – 3 x guided group reading of a book matched to their phonics phase: 1st Read – Focus on decoding / 2nd Read – Prosody and 3rd Read – Comprehension.</p> <p>Keep Up Phonics and Individual Reading with an adult for those children not making the expected progress.</p>	<p>Daily Little Wandle Letters and Sounds sessions to enable children to decode written text- Phase 5 – autumn term.</p> <p>Little Wandle Letters and Sounds Reading Programme – 3 x guided group reading of a book matched to their phonics phase: 1st Read – Focus on decoding / 2nd Read – Prosody and 3rd Read – Comprehension.</p> <p>Keep Up Phonics and Individual Reading with an adult for those children not making expected progress.</p>	<p>Daily whole class reading activities linked to the AREs explicitly teach children age related expectations.</p> <p>Guided Groups focus on the needs of the group e.g decoding / comprehension / development of GDS to enable all children to make progress. (Other children complete independent tasks linked to whole class text or independent reading to develop comprehension and reading for pleasure.)</p> <p>Activities used within daily whole class reading activities focus on the AREs and incorporate, activities at an instructional level, Accountable Independent Reading (AIR) and Reading for Pleasure. Due to an increasing expectation of written recording of understanding through KS2, children in years 5 and 6 are presented with an increasing number of AIR activities.</p> <p>Keep Up Phonics and / or Individual or Group Reading with an adult is provided for those children not making expected progress to enable them to keep up with peers.</p> <p>Additional daily reading opportunities are also provided through reading activities linked to the curriculum theme or the class shared text e.g echo reading opportunities or specific comprehension instruction.</p>

	Keep Up Phonics and Individual Reading with an adult is provided for those children not making the expected progress.				
Core texts	Dandelion Readers scheme.	Dandelion Readers scheme. Books matched to the phonics phase of the children – Collins Big Cat Phonics.	Colour banded books appropriate to the age and phonics phase of the children.	Selected texts appropriate to the ARE of the children e.g The Iron Man, Shakespeare Stories for Children e.g The Tempest, Aesop's Fables, Legends e.g Icarus, Oxford Reading Tree Tops Greatest Stories.	Selected texts appropriate to the ARE of the children – whole novels e.g The Secret Garden, The Railway Children, Varjak Paw, Hitler's Canary, Moby Dick (Usborne abridged for children), Oxford Reading Tree Tops Greatest Stories.

Shared reading as part of teaching sequence



Intent	To expose children to a high-quality text model in a variety of genres. To share texts at a higher level than children could access independently. To develop vocabulary.
Implementation	Within teaching sequences, teachers share model text types to develop children's understanding of audience and purpose. The chosen texts demonstrate the power of communication and enable pupils to acquire knowledge and develop their vocabulary. Whilst sharing these texts, children are taught to identify the features of each genre and map these onto writing rectangles which support them to apply these features within their own writing.

	Reception	Year 1	Year 2	Year 3/4	Year5/6
<p>Core texts - See Writing Curriculum Suggested Texts Map for texts linked to genres</p> <p>https://newportprimary.sharepoint.com/:w:/g/person/anniegregorynewportprimarydevonschool/EdAsvmWswJ9DrRaod3eWJIYBsFZ9P8dMKb2sGGKcFTCLpg?e=Ff892L</p>	<p>Traditional Tales</p> <p>The Three Billy Goats Gruff</p> <p>Owl Babies</p> <p>The Sea Book – Non-fiction</p> <p>The Three Little Pigs</p> <p>Stick Man</p> <p>My Family – Non-Fiction</p> <p>Rama and the Demon King</p> <p>Non-fiction</p> <p>Poetry</p>	<p>Classic Tales</p> <p>Well Loved Stories</p> <p>Contemporary Picture Books</p> <p>Poetry</p> <p>Non-Fiction</p> <p>Instructions</p> <p>Recount</p>	<p>Non Fiction</p> <p>Instructions</p> <p>Picture Books</p> <p>Books by Well Known Authors</p> <p>Classic Tales</p> <p>Longer Narratives</p> <p>Poetry</p> <p>Recounts</p>	<p>Classic Narratives</p> <p>Narrative Texts</p> <p>Picture Books and Graphic Texts</p> <p>Well loved Narratives</p> <p>Shakespeare Stories</p> <p>Non-fiction</p> <p>Biography</p> <p>Recounts</p> <p>Poetry</p>	<p>Classic Narratives</p> <p>Novels</p> <p>Classic Novels</p> <p>Picture Books and Graphic Texts</p> <p>Classic Poetry</p> <p>Poetry</p> <p>Shakespeare Stories</p> <p>Recount</p> <p>Biography</p> <p>Non-fiction</p>

Core reading texts to support reading to learn across the curriculum



Intent	<p>To listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum.</p> <p>To develop a thirst for knowledge from a wide range from texts.</p>	<p>To listen to and read a wide variety of texts to find out information and develop their knowledge across the wider curriculum.</p>
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	<p>To share books which enable children to develop their creativity, compassion and sense of belonging within the local and global community.</p>	<p>To use the skills of information retrieval when reading across the curriculum and in contexts where pupils are genuinely motivated to find out information to develop their wider knowledge.</p> <p>To develop a thirst for knowledge from a wide range from texts.</p> <p>To share books which enable children to develop their creativity, compassion and sense of belonging within the local and global community.</p>
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Implementation	<ul style="list-style-type: none"> The reading experiences that are shared with children across the curriculum support them to develop culturally, emotionally, intellectually, socially and spiritually. Children are exposed to a range of non-fiction information texts and online resources linked to different curriculum areas as well as stories and poetry linked to the class theme. The school library budget is used to purchase quality texts linked to class themes and the wider curriculum. Staff promote and share these texts within classes to support the development of children as individuals as well as enabling them to acquire knowledge in other areas of the curriculum.
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Assessment in Reading



	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Assessment Evidence in order to assess impact	<p>Early Years Foundation Stage Profile</p> <p>Statutory Framework for the Early Years Foundation Stage</p>	<p>Little Wandle Phonic assessments - Phase 5</p> <p>Phonics Screening Check - June</p> <p>Observations of</p>	<p>Phonics screen – autumn 2021.</p> <p>KS1 SATs</p> <p>Observations of reading behaviour and talking to pupils</p>	<p>Termly Assessments</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Guided Reading Teacher Assessment notes</p>	<p>Termly Assessments</p> <p>SATs – Year 6</p> <p>Observations of reading behaviour and talking to pupils</p>

	<p>Half Termly Little Wandle Letters and Sounds Assessment</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Guided Reading Teacher Assessment books</p> <p>Reading Records - accessed through Seesaw.</p>	<p>reading behaviour and talking to pupils</p> <p>Guided Reading Teacher Assessment notes</p> <p>Reading Records - accessed through Seesaw.</p> <p>Diagnostic Reading Profiles</p> <p>Questionnaire – Reading for Pleasure</p>	<p>Guided Reading Teacher Assessment notes</p> <p>Children’s Guided Reading Books</p> <p>Reading Records - accessed through Seesaw.</p> <p>Diagnostic Reading Profiles</p> <p>Questionnaire – Reading for Pleasure</p>	<p>Children’s Guided Reading Books - written responses to reading activities.</p> <p>Reading Records - accessed through Seesaw.</p> <p>Diagnostic Reading Profiles</p> <p>Questionnaire – Reading for Pleasure</p>	<p>Guided Reading Teacher Assessment notes</p> <p>Children’s Guided Reading Books - written responses to reading activities.</p> <p>Reading Records - accessed through Seesaw.</p> <p>Diagnostic Reading Profiles</p> <p>Questionnaire – Reading for Pleasure</p>
<p>Assessment Expectations</p>	<p>Use of Seesaw as an assessment tool both within school and for remote learning.</p> <p>ELGs used to determine assessments</p> <p>Ongoing teacher assessments throughout the year.</p> <p>Phase 2 Little</p>	<p>Use of Seesaw as an assessment tool both within school and for remote learning.</p> <p>Little Wandle half termly assessments of phonics</p> <p>Phonics Screen – June</p> <p>On-going teacher assessment, alongside Diagnostic</p>	<p>Use of Seesaw as an assessment tool both within school and for remote learning.</p> <p>Phonics Screen – autumn term 2021.</p> <p>KS1 SATs – May</p> <p>On-going teacher assessment using the Teacher Assessment Framework for the End of KS1.</p>	<p>Use of Seesaw as an assessment tool both within school and for remote learning.</p> <p>Guided Reading Books as written evidence.</p> <p>The National Curriculum is used to determine what needs to be assessed in reading for children meeting or exceeding age-related expectations.</p> <p>Children are assessed formally three-times per year (once per term) using a reading assessment paper appropriate for their age.</p> <p>In Year 6, past SATS papers are used to give children exposure to questions presented in various formats.</p>	

	<p>Wandle assessments – autumn term</p> <p>Phase 3 Little Wandle assessments – Spring term</p> <p>Phase 4 Little Wandle assessments – Summer term</p>	<p>Reading profiles are used to identify children who are not achieving age-related expectations. Targeted interventions are used to support identified children.</p>	<p>Diagnostic Reading Profiles are used to identify children who are not achieving age-related expectations. Targeted interventions are used to support identified children.</p>	<p>Year 6 - KS2 SATs - May.</p> <p>On-going teacher assessment, alongside Diagnostic Reading Profiles are used to identify children who are not achieving age-related expectations. Targeted interventions are used to support identified children.</p>
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Remote Education - Blended Learning in Reading



	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Intent	<p>To provide daily access to letters and sounds through video resources which model articulation of phonemes / representation of graphemes and blending of known GPCs.</p> <p>To provide access to materials to</p>	<p>To provide daily access to letters and sounds through video resources which model articulation of phonemes / representation of graphemes and blending of known GPCs.</p> <p>To provide access to materials to consolidate the</p>	<p>To provide access to letters and sounds through video resources which model articulation of phonemes / representation of graphemes and blending of known GPCs for those children who need catch up support.</p> <p>To provide blended learning activities which match those in place in</p>	<p>To provide blended learning activities which match those in place in the classroom e.g texts matched to the child's reading level and follow on comprehension activities focused on the AREs.</p> <p>To share quality texts to develop a love of reading, and to improve vocabulary and comprehension.</p>	<p>To provide blended learning activities which match those in place in the classroom e.g texts matched to the child's reading level and follow on comprehension activities focused on the AREs.</p> <p>To share quality texts to develop a love of</p>

	<p>consolidate the learning of phonics and reading materials which contain the known GPCs.</p> <p>To share quality texts to develop a love of reading, and to improve vocabulary and comprehension.</p>	<p>learning of phonics and reading materials which contain the known GPCs.</p> <p>To share quality texts to develop a love of reading, and to improve vocabulary and comprehension.</p>	<p>the classroom e.g texts matched to the child's reading level and follow on comprehension activities focused on the AREs.</p> <p>To share quality texts to develop a love of reading, and to improve vocabulary and comprehension.</p> <p>To support the development of reading skills, opportunities to read will be used across the curriculum.</p>	<p>To support the development of reading skills, opportunities to read will be used across the curriculum.</p>	<p>reading, and to improve vocabulary and comprehension.</p> <p>To support the development of reading skills, opportunities to read will be used across the curriculum.</p>
Implementation	<p>In the event of a lockdown, children have access to daily letters and sounds sessions through video resources which model articulation of phonemes / representation of graphemes and blending of known GPCs to ensure that children make sufficient progress in phonics.</p> <p>Teams meetings focus on phonics and blending to read to support development of these skills. Assessments collected from these sessions provide the next steps for children. Interventions are provided through Teams where necessary following these assessments.</p>	<p>Teams meetings focus on decoding and comprehension skills. Assessments collected from these sessions provide the next steps for children. Keep up sessions are provided through Teams where necessary following these assessments.</p> <p>To support children to make progress in phonics and consolidate their learning, weekly GPCs are</p>	<p>Reading materials shared through Seesaw provide appropriate challenge for children to enable them to develop their comprehension and reading stamina. The Oxford Owl site is used to support this.</p> <p>Teams meetings focus on reading aloud and comprehension to develop the AREs for each year group. These sessions are also used to support the assessment of reading and identify the next steps for learning.</p> <p>Shared stories are provided on Seesaw to develop children's vocabulary and comprehension.</p>		

	<p>To support children to make progress in phonics and consolidate their learning, weekly GPCs are shared on Seesaw for parents' reference.</p> <p>Reading materials are shared through Seesaw to ensure that children access books with known GPCs. The Oxford Owl site is used to support this.</p> <p>Shared stories are provided on Seesaw to develop vocabulary and comprehension.</p> <p>Literacy, well-being, and activities across the curriculum provided on Seesaw are linked to quality texts to support pupil's wellbeing and knowledge across the curriculum.</p> <p>Virtual reading records are used to monitor the development of key skills as well as reading for pleasure. These are also used for communication with parents.</p>	<p>shared on Seesaw for parents' reference.</p> <p>Reading materials shared through Seesaw are matched to the child's reading ability to support development of their stamina for reading. Oxford Owl and the Collins E Book site are used to support this.</p> <p>Shared stories are provided on Seesaw to develop vocabulary and comprehension.</p> <p>Literacy and well-being activities across the curriculum provided on Seesaw are linked to quality texts to support pupil's wellbeing and knowledge across the curriculum.</p> <p>Virtual reading records are used to monitor the development of key skills as well as reading for pleasure. These are also used for communication with parents.</p>	<p>Activities are provided to develop reading for pleasure e.g links to reading challenges or reading events to inspire the children.</p> <p>Literacy and well-being activities across the curriculum provided on Seesaw are linked to quality texts to support pupil's wellbeing and knowledge across the curriculum.</p> <p>Virtual reading records are used to monitor the development of key skills as well as reading for pleasure. These are also used for communication with parents.</p>
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