



St Mary's Catholic Primary School Reading Curriculum

At St Mary's Catholic Primary School our intention for children's reading is:

- Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities
- To build preferences in reading and to choose to read
- To recognise authors and styles of reading that individuals enjoy
- Engaging in book discussion in a range of contexts, alongside both adults and peers
- Sharing and recommending a range of books
- To gain knowledge and an extensive vocabulary across the Curriculum
- An effective early reading programme – Read Write Inc. (RWI)
- Explicit teaching of reading uses 'Reading Vipers' in addition to other appropriate reading comprehension resources

Reading VIPERS	
V	Vocabulary Ensuring our children understand the meaning of the words they mean in context supplemented by daily word aware sessions.
I	Inference Being able to infer actions, thoughts and feelings using their understanding of the text and their wider experiences.
P	Prediction Using evidence from what they have read and what they understand to predict what will happen next and how this will affect the plot of the narrative.
E	Explain Use evidence to explain their answers to specific questions
R	Retrieve Find information from a text quickly to support wider learning.
S	Sequence (KS1) and Summarise (KS2) Accurately pick out the main events and succinctly summarise these for a wider audience.



St Mary's Catholic Primary School Reading Curriculum

Reading for Pleasure, Knowledge and Fluency				
Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities To build preferences in reading and to choose to read To recognise authors and styles of reading that individuals enjoy Engaging in book discussion in a range of contexts, alongside both adults and peers Sharing and recommending a range of books			
Implementation	All reading contexts below contribute to developing reading for pleasure, knowledge and fluency			
Curriculum Provision:				
	Reception/Y1	Y2	Y3/4	Y5/6
Reading aloud to children				
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading	Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts Making connections within a book	Introducing children to a wider range of authors and contexts e.g. historical and cultural	Exposing children to challenging and archaic texts, e.g., language, themes,
Implementation	Daily exposure to quality books for a minimum of ten minutes In daily VIPER sessions link to an explicit reading skill / skills (including written comprehension where appropriate) Expose children to texts beyond what they would read themselves by daily class story time sessions led by class teachers linked to the 'Reading Reconsidered Reading Spine Text Selector for Primary Schools' and Pie Corbett Reading Spine for informed choices Expose children to texts beyond what they would read themselves by reading books as part of Writing units			
Core texts	See 'Reading Reconsidered - Reading Spine Text Selector for Primary Schools' and Pie Corbett Reading Spine for informed choices for detail year group book list and links			



St Mary's Catholic Primary School Reading Curriculum

Independent reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills - Read Write Inc. (RWI)	Reading stage-appropriate books Increasing stamina	Choosing reading stage appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read short novels independently with understanding (by end of Y4)	Reading stage appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage
Implementation	<p>School /Home Read Write Inc. (RWI) lessons Books selected match phonics ability Books selected by adult in class Opportunity to take home a 'love to read' book to share for pleasure in addition to 'learn to read' RWI book to share with parent / carer daily.</p> <p>Independent Daily independent ERIC (Everyone Reading in Class) sessions</p>	<p>School /Home Books selected based on Accelerated Reader (AR) range Teachers monitor through AR reports Books selected by adult in class Teacher to monitor and keep a record of independent reading Opportunity to take home a 'love to read' book to share for pleasure in addition to 'learn to read' AR book to share with parent / carer daily.</p> <p>Independent Daily independent ERIC (Everyone Reading in Class) sessions</p>		
Teaching of Explicit Reading Skills (Comprehension – both listening and reading)				
Intent	To develop comprehension skills across a range of high-quality texts / genres required to achieve age related expectations (as detailed in National Curriculum)			
Implementation	<p>Daily RWI/Fresh Start Lessons (as appropriate) Additional tutoring to ensure independent application and to develop comprehension skills (as appropriate) The teaching of VIPERS reading programme / skills (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise) Daily 30 minute whole class VIPERS session An increasing expectation of written recording of understanding from Year 2 An increasing expectation of written recording of understanding through KS2</p>			



St Mary's Catholic Primary School Reading Curriculum

Shared reading as part of teaching sequence				
Intent	As reading and writing are intrinsically linked, all English sequences of learning will naturally include the direct teaching of reading. Children cannot be successful writers without being exposed to a breadth of different reading materials. Each sequence of learning will have a text as its main driver to inspire and support the writing process, exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently.			
Implementation	<p>In Reception and Year 1, each teaching sequence for writing is based on a high quality text and includes teacher unpicking vocabulary and modelling key features of simple sentences using words which can be spelt using wordbanks, speed sound charts and children's phonics.</p> <p>The Write Stuff approach is used for teaching writing from Y2 onwards, where each teaching sequence for writing is based on a high quality text and includes teacher unpicking vocabulary and modelling key features, broken down into learning chunks.</p> <p>Non- Fiction/Poetry: sharing the text, providing opportunities to find the shape (text structure) and opportunities to respond to the text, and summarise text features (reading objectives identified on sequence planning)</p>			
Core reading texts to support reading to learn across the curriculum				
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.
Implementation	Linking text to develop knowledge and vocabulary across the foundation subjects.			
Core texts	See 'Reading Reconsidered - Reading Spine Text Selector for Primary Schools' and Pie Corbett Reading Spine for informed choices for detail year group book list and links			
Assessment				
Assessment Evidence in order to assess impact (Examples only)	EYFSP Phonic Screening Check Observations of reading behaviour and talking to pupils Independent and home reading records Phonics assessments	SATs (Y2) Phonics Screening Check (retakes) (Y2) Phonics assessments (as appropriate) Observations of reading	AR assessments Phonics assessments (as appropriate) Observations of reading behaviour & talking to pupils	SATs (Y6) AR assessments Observations of reading behaviour & talking to pupils Independent and home



St Mary's Catholic Primary School Reading Curriculum

		behaviour & talking to pupils Independent and home reading records Running records to assess fluency and accuracy Written responses to reading activities Moderation (formal and informal)	Independent and home reading records Written responses to reading activities Moderation (formal and informal)	reading records Written responses to reading activities Moderation (formal and informal)
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------