



Subject: Reading

Curriculum Provision Statement

Inspiring Excellence Our days are always filled with MAGIC

Context

At Keir Hardie primary school, we believe that every child has the right to succeed regardless of their socio-economic background and despite any barriers they may have to their learning. Our aim is to help each and every child reach their full potential, from their unique starting point. We encourage our children to be critical thinkers and resilient problem solvers who are willing to take risks. As an IQM flagship school, we provide pupils with the best opportunities to learn, achieve and excel.

At Keir Hardie Primary School we value reading as a key life skill and we are dedicated to enabling all our pupils to become lifelong readers and to have a love of reading. Our daily reading for pleasure immerses children into the world of books, where children can listen to a wide range of genres and poetry.

Our diverse community brings together a range of cultures, religions, and beliefs, and we have a range of books that match and celebrate our pupils' diversity in our class book corners, School Library and the Quiet Reading Hut.

Across the curriculum books are used to access the curriculum subjects. Subject leaders have chosen nonfiction books for the children to research and fiction books that evoke empathy.

Reading is at the heart of everything we do at Keir Hardie and we believe that reading should be pleasurable for everyone. This includes our disadvantaged children and whatever their needs, we ensure that all children that are below their expected age for reading are given extra support through phonics interventions or reading for fluency interventions.

Enabling our children to 'learn to read so that they can read to learn' is paramount however, Keir Hardie wants even more for our children. We want children to choose to read for the pleasure it gives them too. We promote reading at every opportunity, through competitions, special assemblies, visits to the local library, author visits and dressing up on World Book Day. Our corridors are filled with poems chosen by adults in our school, to show how much we enjoy reading too, and children are often caught reading the poetry. The corridor displays are accompanied by books which are available to take home from the school library, giving children the opportunity to search out more information about the topics displayed. Reading for pleasure is so important to us that we added an extra fifteen minutes to our school day; ensuring every child, whatever their age or reading ability, gets to hear or share a story with their class.

"There are many little ways to enlarge your child's world. Love of books is the best of all." Jacqueline Kennedy Onassis

Intent	Implementation	Impact
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<p>At Keir Hardie Primary School we value reading as a key life skill and we are dedicated to enabling all our children to become lifelong readers and have a love of reading and literature. We view everything as an opportunity for reading, no matter how small. Reading is at the heart of the whole school curriculum, and embedded across all subject areas</p> <p>Our teachers are highly skilled at teaching reading both from the early stages through to the fluent competent reader.</p> <p>Teachers model the joy and pleasure of reading on a daily basis. We recognise that mastery in phonics is fundamental to children being able to access a broad range of fiction and non-fiction texts, across the curriculum. We aim to achieve this by teaching phonics systematically to address the needs of all learners. Within our context, ensuring children have cultural/global capital and experiences to become engrossed and immersed in reading is vital.</p> <p>Teachers instil a love and passion for reading. Our engaging book areas, high quality texts, world book days, mastery reading through reading gladiators, daily reading for pleasure sessions are just a part of what our enriching reading curriculum offers.</p> <p>We firmly believe that as teachers if we give children the right skills alongside the right books we can instil a love of reading that will foster lifelong readers. 'If you don't like reading it's just because you haven't found the right book.'</p>	<p>To achieve our Intent, Our Curriculum is well sequenced and coherent to ensure that pupils have opportunities to recap and deepen their understanding. The curriculum is designed to develop a love of books, creating lifelong readers</p> <p>Reading comprehension is the ability to read a text and understand its meaning. The National Curriculum divides reading up into two closely linked skills: word reading and comprehension. Word reading is the name given to recognising the words on the page or screen. In school, phonics is often used to help children with this part of reading. But this is only half of the story – to make sense of what they're reading, a child needs to be able to understand the words. This is called comprehension.</p> <p>Comprehension skills start from EYFS, where children orally discuss the stories which they have listened to. Alongside the phonics programme, children have extensive exposure to high quality books that ensure they encounter rich and varied vocabulary. In reception and Year 1, we use Talk Through Stories and Take One Book to teach comprehension beyond the phonics programme.</p> <p>Once children can read accurately and fluently (which we teach through RWI Phonics), we teach reading and writing as separate subjects.</p> <p>Reading is taught through 'Take One Book' reading lessons (produced by Just Imagine), pupils study real books by famous or familiar authors carefully</p>	<p>The impact of Reading success in our school is measured through the following:</p> <ul style="list-style-type: none"> • Pupils will be able to decode and recognise enough sight words at the end of their Key Stage 1 programme of study to be able to confidently and fluently read a text at their level • Pupils of all abilities will be able to succeed in all reading lessons • Pupils will enjoy reading across a range of genres • Once children have progressed through our chosen SSP programme, pupils will use a range of strategies for decoding words, not solely relying on phonics • Pupils will have a good knowledge of a range of authors • Pupils will be ready to read in any subject in their forthcoming secondary education • Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records • The % of pupils working at ARE within each year group will be at least in line with national averages. • The % of pupils working at Greater Depth within each year group will be at least in line with national averages • There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)
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selected to challenge and engage the children, whilst understanding where their reading needs and interests lie. In doing so, the pupil's reading stamina, interest and skills improve significantly.

As part of their reading lessons, pupils are explicitly taught core reading skills such as retrieval, inference, prediction, summarising, deciphering unfamiliar words and exploring the author's use of language and format. This allows them to access increasingly more ambitious reading materials beyond their expected reading level, imbuing them with the in-built skills they will need to access challenging texts in future years and adult life. Additionally, pupils spend reading lessons delving deeper into the characters, genres, contexts and themes of the books that they read.

The Take One Book units all have the following structure:

Hook – to engage the children ahead of introducing the text

Orientation – to activate prior knowledge, build background knowledge and introduce key vocabulary

First encounters – includes reading the text, exploring ideas, checking understanding and exposing thinking

Digging deeper – refining a response and expanding thinking

Review and reflect – including discussing the relevance of the book to the wider world

	Wider learning opportunities (this may run throughout the unit or at the end)	
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Subject Coverage

	Autumn	Spring	Summer
EYFS	Owl Babies by Martin Waddell Things I Like by Anthony Browne Maisy goes to School by Lucy Cousins Only one you by LindaKranz	The Little Red Hen A Brave Bear by Sean Taylor Dear Zoo by Rod Campbell Brown Bear Brown Bear by Bill Martin Oi Frog by Kes Grey	The Train Ride by June Crebbin Duck in a Truck by Jez Alborough Mr Gumpy's Outing by John Burningham The Magic Train Ride by Sally Crabtree
Year 1	Peace at last Can't you sleep little bear? Where the wild things are The elephant and the bad baby The Gruffalo The Penguin Who Wanted to Find Out Be Brave Little Penguin Lost and Found The Way Home for Wolf by Rachel Bright	Choosing Crumble Knuffle Bunny Beegu Dogger Cops and Robbers Favourite adventure stories The Enormous Crocodile The Ugly Five Anansi the Spider Avocado baby The lighthouse keeper's lunch	The Boy Who Grew Dragons Jack's Beanstalk Stinks The Wolf's Story by Toby Forward The Jolly Postman The Princess and the Pea Poetry anthology Friends and Anemones? Rainbow Fish Big Blue whale Dear Greenpeace
Year 2	The Glassmaker's daughter Pip and Egg The Great Fire of London Lots: The diversity on Earth	The night gardener The rhythm of the rain Message from the moon Flood	The Moon dragons Once upon a Rain drop Ice bear Pandora
Year 3	Who's afraid of the Big Bad book? The adventures of the Dish and the spoon Roman Fort The pebble in my pocket	The secrets of Stonehenge Viking Longship Cinderella of the Nile Escape from Pompeii	Feather light Lighter than Air Blue John Captain Cat
Year 4	Charging about: The story of electricity The language of cat(poetry)	Walter Tull's scrap book The White fox	The tear thief Hermelin: the detective mouse

	The story of the Blue planet		A Dollop of Ghee and a pot of wisdom
Year 5	The Greenling The Brockenspectre Town is by the sea (poetry)	Antigone by Ali Smith Cloud Busting Beowulf by Kevin Crossley-Holland	William Shakespeare The promise By Laura Carlin
Year 6	Rose Blanche By Ian McEwan Booked – Kwame Alexander	Short burst – RWI comp - develop reading stamina and application of taught reading skills	Short burst – RWI comp - develop reading stamina and application of taught reading skills

Enrichment/Cultural Capital

School Library - Pupil Librarians support children to choose books and explore the library resources. They also help the adult librarian to keep the library tidy, returning books to the shelves by author. The Library runs reading competitions and other incentives such as book reviews which are displayed around the setting. Children who visit the library can also earn stamps which lead to a coloured wristband. Once they have earned the gold wristband they receive a prize and are celebrated in assembly. The children collect tokens for their house colour when they visit the library?

Local Library - We have close links with Canning Town Library. It has become a tradition for many years to join the Summer and Winter Challenges. The children become quite competitive in reading books over the holidays to earn medals, stickers and certificates. CT Library representatives visit us in the Autumn to present the prizes and praise all children who took part. All of our children are signed up members of CT Library and parent/carer permission has become part of our admissions. Nursery and Reception visit the library every year and parents are invited along to familiarise themselves with this wonderful resource. Throughout the school year we are offered many author events that our older children can partake in.

Our Quiet Reading Hut is run by our reading champions. They open the hut daily and supervise children who visit this quiet space, where they can read without disruption. Children are encouraged to bring their own books to read in this cosy place and books are available too.

Reading Gladiators is an after school club run by teachers who are avid readers. The Gladiators meet once a week to discuss the group book. To be a Gladiator children need to be working at or above age expected and show a passion for reading for pleasure. The books chosen are of the highest quality and evoke discussions, questions, comparisons to other books, thoughtful character descriptions and fun role play.

EYFS Essential Knowledge

Pupils handle books correctly.

Pupils listen attentively to texts that are read to them.

Pupils talk about familiar stories confidently and can retell them in sequence.

Pupils gain meaning from texts using words and illustrations, answering simple questions about texts.

Pupils read most CVC words automatically and sound and blend words containing taught sounds.

Pupils make simple predictions about stories

Year 1 Essential Knowledge

Pupils use a wide range of phonic knowledge to decode and blend unfamiliar words.

Pupils read most common exception words (e.g. he, they, I, the, were, are, so, do, was etc).

Pupils read an increasing quantity of words automatically and fluently.

Pupils talk about texts by retelling stories, predicting events, answering simple literal questions and expressing basic opinions.

Year 2 Essential Knowledge

Pupils read most words fluently and accurately without the need for decoding and blending.

Pupils read aloud with some expression, taking basic punctuation into account.

Pupils identify when reading doesn't make sense and attempt to try again in order to gain meaning from a text.

Pupils gain meaning from texts through a widening vocabulary.

Pupils make predictions about texts.

Pupils summarise a story clearly in sequence.

Pupils know the difference between fiction and non-fiction

Year 3 Essential Knowledge

Pupils use a range of strategies to establish meaning from texts.

Pupils read aloud with intonation and expression, taking into account most punctuation and dialogue.

Pupils offer explanations and opinions using evidence from the text.

Pupils identify some aspects of author's intent (e.g. structure/language choices).

Pupils identify a range of non-fiction text types and purpose.

Year 4 Essential Knowledge

Pupils apply a range of strategies to establish meaning from texts, including skimming and scanning for clues, independently.

Pupils read aloud with expression and intonation taking punctuation into account.

Pupils summarise/explain the main points of text.

Pupils use knowledge of text structures to locate key information.

Pupils refer to specific parts of texts to support ideas and opinions.

Pupils make simple inferences and interpretations based on clues from the text.

Pupils recognise and discuss the work of some well known writers.

Year 5 Essential Knowledge

Pupils clarify the meaning of words in different contexts.

Pupils skim and scan texts to identify and retrieve information.

Pupils identify and discuss a range of fiction genres and share views and recommendations.

Pupils compare and discuss information and ideas within and across texts.

Pupils use inference and deduction to explore plot, character and mood.

Pupils identify and discuss the use of imagery in texts.

Pupils justify and elaborate on thoughts and opinions using evidence from the text.

Pupils recognise the appeal of classic texts.

Year 6 Essential Knowledge

Pupils work out the meaning of unknown words using a range of strategies.

Pupils read aloud with appropriate pace and expression.

Pupils retrieve information from within and across texts to support ideas and opinions

Pupils understand how point of view impacts on the reader.

Pupils confidently infer and deduce meaning based on evidence from the text.

Pupils identify and explain the different structural devices and features a writer has used.

Evaluate the relative importance of characters, events, or information.

