Moorsway Reading Curriculum Plan

At the Moorsway Federation, our vision is that all children will develop fluency and expression in word reading. In ks1 we ensure that children can read phonically decodable books matched to their phonics knowledge and skills. We want our children to develop a real connection with books and a love of reading a wide genre of literature when they read for pleasure. We will expose children to a range of quality literature through careful selection of stories that we choose to read to children and those texts we choose for guided reading and in our teaching sequences. We intend that all our children will flourish as reflective readers who can read fluently, infer meaning and clarify key vocabulary through high-quality book talk.

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Reading for pleasure				
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 Create a culture of book talk where texts are discussed, celebrated and recommended to other to spread the joy of reading.			
Curriculum Provision:				
	FS	**Y1/2**	**Yr 3/4**	**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 Introducing children to texts without illustrations.	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 Development of a reading spine			
Core texts	**Fiction:** The Tiger who came to Tea-Judith Kerr The Hungry Caterpillar-Eric Carl Waddell How to catch a star The jolly postman	**Fiction:** The Day the Crayons Quit The Sheep Pig- Dick King Smith Bill's New Frock- Anne Fine Nimmo Jill Tomlinson Tadpole's Promise by Jeanne Willis The Owl who was Afraid of the Dark by	**Fiction:** Leon and the Place Between - Grahame Baker-Smith Charlotte's Web- EB White The Iron Man- Ted Hughes	**Fiction:** Letters from the lighthouse - Emma Carroll Wonder - R J Palacio A Monster Calls - Patrick Ness Varjak Paw - SF Said The Secret Garden - Frances Hodgson Burnett Skellig - David Almond Private Peaceful - Michael Morpurgo Oliver Twist - Charles Dickens Tom's Midnight Garden by Phillipa Pearce

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	A place called home The invisible string Martha Maps out The lucky red envelope The proudest blue The perfect shelter Little glow A range of fairy stories Nursery rhymes We're going on a bear hunt **Poetry:** Dear Mother Goose by Michael Rosen	Mirror- Jeannie Baker Owl Babies-Martin **Poetry:** The Owl and the Pussycat- Edward Lear	Flat Stanley- Jeff Brown George's Marvellous Medicine The Owl Tree Jenny Toto the Ninja cat by Dermot O'leery Oliver and the Seawigs by Philip Reeve. **Poetry:** Carry me away poetry by matt goodfellow	Adolphus Tips by Michael Morpurgo Krindlekrax Philip Ridley The Lost Happy Endings Carol Ann Duffy **Poetry** A Drove of Bullocks Jabberwocky Lewis Carroll

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Independent reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills	Independently reading phonically decodable books matched to their phonic knowledge and skills Reading age-appropriate books Increasing stamina	Reading age-appropriate books Increasing stamina Increasing the length and complexity of texts being read Choosing appropriate texts Reading for sustained periods of time Develop their skills of comprehension Increase speed and prosody for reading. Read short novels independently with understanding (by end of Y4)	Reading age appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage
Implementation	Decodable books selected based on LW sets of graphemes. Books selected by adult in class linked to LW. Books changed once a week to give children many opportunities to re-read. Opportunity to take home a book to share for pleasure in addition to decodable text. Boom reader to be used in school and at home to monitor reading activity.	Decodable books selected based on LW sets of graphemes. Books selected by adult in class, or children given a chosen book within a given set of books. Books changed once a week to give children many opportunities to re-read. Opportunity to take home a book to share for pleasure in addition to decodable text. Boom reader to be used in school and at home to monitor reading activity.	Books selected based on level of learning- Books sorted with support of DLS advisor Teachers monitor through end of term assessments and listening to children read. Opportunity to select books from the library daily. Boom reader to be used in school and at home to monitor reading activity.	Children to select books from the library. Teachers monitor appropriate book selection through end of term assessments and listening to children read and book talk. Opportunity to select books from the library daily. Boom reader to be used in school and at home to monitor reading activity.
The direct teaching of Reading				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
Implementation	DailyLittle Wandle sessions for phonics 3 x a week reading practise sessions Additional phonics and reading for any that need ‘Keep up’ sessions.	DailyLittle Wandle sessions for phonics 3 x a week reading practise sessions Additional phonics and reading for any that need ‘Keep up’ sessions. Year 2 fluency programme for reading (Little Wandle).	Whole class reading sessions **daily** using Fred’s teaching resources. Reading skills are also taught as part of the English curriculum through high-quality texts. Core texts: Fred’s teaching extracts and text	Whole class reading sessions **daily** using Fred’s teaching resources. Reading skills are also taught as part of the English curriculum through high-quality texts.

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	Core texts: Little Wandle Decodable texts	Whole class reading sessions daily for Year 2 using Fred's teaching resources. Reading skills are also taught as part of the English curriculum through high-quality texts. Core texts: Little Wandle Decodable texts High Quality texts from Devon's Bookwrites list (texts that teach)	selections High Quality texts from Devon's Bookwrites list (texts that teach)	Core texts: Fred's teaching extracts and text selections High Quality texts from Devon's Bookwrites list (texts that teach)

Shared reading as part of teaching sequence	
Intent	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	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning)

Core texts Examples: Selection of books is on a rolling programme.	Book Hook for EYFS Here are some examples: The colour monster Binny's Diwali Poles Apart The Hungry Caterpillar Seed to sunflower Jack and the beanstalk The treasure of Pirate Frank	Here are some examples: The Slime book by Dorling Kindersley How to hide a Lion at School By Helen Stevens Three little pigs by Mara Alperin and Ag Jatkowska traditional story Creature Features:dinosaurs by Natasha Durley	Here are some examples: Interview with a tiger Grendal Everest by Sangma Francis and Lisk Feng A River by Marc Martin Mimi and the mountain dragon Carry me away poetry by matt goodfellow Lord of the Forest	Here are some examples: The Tear Thief by Carol Ann Duffy Varjak Paw by SF Said Animalium My Secret War Diary by Marcia Williams Dragonology I am Cat by Jackie Morris Flood (Wordless fiction) by Alvaro F Villa

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		The Train Ride by June Crebbin Dear Mother Goose by Michael Rosen Hot and cold (non-fiction) Zim zam zoom (poetry)	King of the Birds in Beyond the Stars anthology Arthur and the Golden Rope by Joe Todd Stanton The colours of History	Stuff You Should Know by John Farndon The Shadow Cage by Phillipa Pearce Cloth Lullaby by Amy Novesky Shackleton's Journey by William Grill Everest by Alexandra Stewart and Joe Todd-Stanton
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, discuss and read independently, texts which develop their 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	.Texts linked to curriculum areas- identified by the subject leaders EYFS texts identified in EYFS planning overview - e.g. hello world- my body - Diwali by acorn publishing - From egg to chicken - Plant the tiny seed	Texts linked to curriculum areas- identified by the subject leaders These texts have been selected to build upon prior learning: - - Travel - - My muslim faith - My jewish faith - The great fire of london	These texts have been selected to build upon prior learning: - e.g. Fabulously Feisty queens - religions of the world - How things have changed over time	Texts linked to curriculum areas- identified by the subject leaders These texts have been selected to build upon prior learning: - battle of britain - life in anglo-saxon britain - The iron age - Stone age tablet - Celts - Planet Greta - What's the issue? Climate change
Assessment				
Assessment Evidence in order to assess impact (Examples only)	EYFSP Observations of reading behaviour and talking to pupils Reading activity recorded on Boom reader. Little Wandle assessments	SATs (Y2) Phonics Screening Check Observations of reading behaviour & talking to pupils Reading activity recorded on Boom reader. Little Wandle assessments assessments	NFER assessments termly Observations of reading behaviour & talking to pupils Independent and	SATs NFER assessments termly Observations of reading behaviour & talking to pupils Independent and home reading records

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	assessments (Half termly for All, every 3 weeks for anyone catching up) Daily AfL during phonics and reading practice sessions.	(Half termly for All, every 3 weeks for anyone catching up) Daily AfL during phonics and reading practice sessions.	home reading recorded on Boom reader Verbal and written book reviews & recommendations Written responses to reading activities Pupil interviews during monitoring visits 1:1 reading conferences	Verbal and written book reviews & recommendations Written responses to reading activities during WCR Pupil interviews during monitoring 1:1 reading conferences Reading activity recorded on Boom reader.

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