

Reading



Curriculum Booklet

Reading Intent

At Tanners Brook we believe that reading is **integral** to a child's understanding and appreciation of the world around them allowing our children to **see beyond what they know, share in cultural experiences, and develop a vocabulary to effectively express themselves**. We want children to leave primary school with all the necessary skills to move forwards in their learning. As well as a vital skill, we want our children at Tanners Brook to **enjoy** reading. **Reading for pleasure is transformative** for pupils' **academic success** and **personal wellbeing**.

In line with the **National Curriculum**, children at Tanners Brook will be taught to develop their **reading skills** and achieve their **personal best** through word reading and decoding. Once they are reading **fluently**, they build on and develop their **comprehension skills, confidence, and stamina**. We believe it is important to give children the opportunity to **read for pleasure** and develop a **love and lifelong enjoyment** of reading. Adults will be supporting reading through sharing individual and class texts as well as guide children to find reading texts that they love and encourage their reading.

We recognise that reading at home is a **vital** part of the development of our readers at Tanners Brook. **Parents** are an **essential support** for the reading journey of every child. When children begin their learning journey at Tanners Brook, our readers need to **practise** their reading skills **regularly** at home **alongside adults**. Once pupils become more fluent, it is important for adults to **question readers** about the **comprehension** of the text read. Our readers will have access to a range of appropriate texts and need to be encouraged at home to read across this range, stretching their reading ability, on a **regular basis**.

By the time they leave Tanners Brook, readers will be able to **express their preferences and opinions** about the texts they are reading. They will have experienced a **wide range of high-quality texts, genres, and authors** in order to allow them to make **informed choices**. Our readers will have the opportunity to explore the different language found across different texts, and used by different authors, to understand the impact this has on the reader.

Reading Implementation



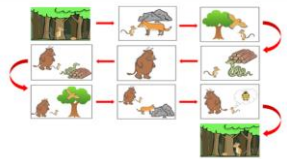

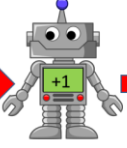

Our whole curriculum is shaped by our **school vision** which aims to enable all children, regardless of background, ability and additional needs, to **strive to achieve their personal best and make our community proud.**

Our teaching is derived from the **National Curriculum** Programme of Study, supported by a clear skills and knowledge progression. This ensures that reading skills and knowledge are built on year by year and **sequenced appropriately** to maximise learning for all children. **High quality, whole class texts** develop children's **fluency** and **understanding** in reading skills. We encourage **reading for pleasure** through choice of **challenging and enriching texts**, as well as building in time for children to read independently and as part of a whole class.



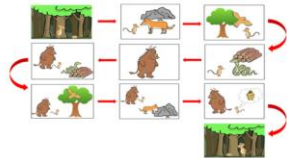

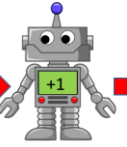
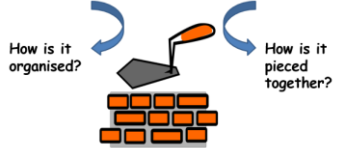

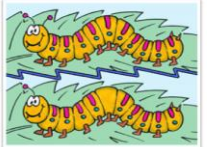

Adults are encouraged to **support our readers** by coming into school to hear them read individually. This is a great way to enable the children to discuss their books on a personal level and it enables the children to make further progress in reading fluency and comprehension.

In each class a display of the **reading assessment criteria** create independence and supports the teaching. These ACs are referred to in reading lesson and tasks designed around them. Each of the posters refer to a specific reading skill and have a picture to support children's understanding through the school. In KS1 to help the children connect with the reading skills and to support understanding, there is a key character for each skill. The lessons focus on the skills through the character where children associate reading skills with the characters.

KS1 – Assessment Criteria

<p>AC1a Vocabulary</p> <p>I can use my words to understand a text.</p>  <p>Vocabulary Victor</p>	<p>AC1b Retrieval</p> <p>I can find information in a text and explain my ideas.</p>  <p>Rex Retriever</p>	<p>AC1c Sequencing</p> <p>I can order the parts of a text.</p>  <p>Sequencing Suki</p>
<p>AC1d Inference</p> <p>I can use clues to help me find an answer.</p>  <p>Inference Iggy</p>	<p>AC1e Prediction</p> <p>I can predict what might happen next from what I have read.</p> <p>5 →  → ?</p> <p>Predicting Pip</p>	

KS2 – Assessment Criteria

<p>AC2a Vocabulary</p> <p>I can understand and explain the meaning of words in a text.</p> 	<p>AC2b Retrieval</p> <p>I can retrieve information from a text and explain my ideas.</p> 	<p>AC2c Sequencing</p> <p>I can summarise the main ideas within a text.</p> 
<p>AC2d Inference</p> <p>I can make inferences from a text and use evidence to support my ideas.</p> 	<p>AC2e Prediction</p> <p>I can use key details to make predictions about a text.</p> <p>5 →  → ?</p>	<p>AC2f Summarising</p> <p>I can explain the text as a whole.</p> 
<p>AC2g Vocabulary Choices</p> <p>I can explain why words and phrases have been used to enhance a text.</p> 	<p>AC2h Comparing</p> <p>I can make comparisons within a text.</p> <p>Spot the Difference</p>  <p>Spot the Difference</p>	

Reading Curriculum

Phonics

Phonics at Tanners Brook is taught the Read, Write Inc. Programme. Phonics is for children in Reception, Y1 and Y2 who are learning to read. Each half-term, we assess and group our children based on their *stage* of reading not age of reading. This means all children practise reading at the right level.

What Read Write Inc. does is simple - we teach sounds, children practice reading and spelling words containing these sounds, then we give children decodable books containing sounds and words they can read. They read each Storybook three times at school and again with you at home. On each reading, children's fluency increases and the more they can focus on what the story is about.

Our aim is for children to finish the RWI Phonics program quickly so they can start reading these books for themselves.

One-to-one tutoring – 'keep up, not catch up!'

We want to make sure every child learns to read in our school. Some children need extra practice when learning to read so we teach these children one-to-one for ten minutes every day – on top of their group lesson. We make sure they 'keep up' from the beginning and don't need 'catch up' later on.

What is Phonics?

All words are made up of individual sounds. These sounds are merged to form words. e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'. A grapheme is another name for the letters we use to write the sound. The spelling of that sound on the page.

Phonics is the method of teaching reading through the identification of sounds and graphemes. The new National Curriculum ensures that all children are

taught Phonics systematically. This gives your children the tools to read any word.

Speed Sounds

Using RWI, we make learning to read easy for children because we start by teaching them just one way of reading and writing every sound. Here they are on the Simple Speed Sounds chart we use in class.

We teach Set 1 sounds first - (sounds as far as a e i o u).

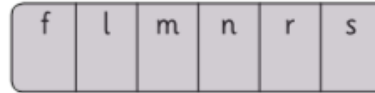
Children need to know sounds – not letter names – to read words.

We pronounce the sounds clearly, using pure sounds ('m' not 'muh', 's' not 'suh', etc.) so children will be able to blend the sounds together to make words more easily.

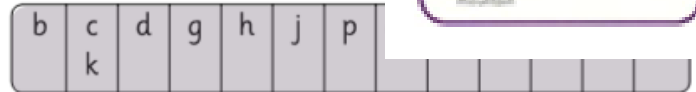
We give children a hook to learn the sounds by using pictures in the same shape as the letter. 's' looks like a snake. 'd' looks like a dinosaur. 'm' looks like a mountain. 'a' looks like an apple.

We teach the children to name the mnemonic pictures before they learn the sound. This means that children learn to read and write the sounds really easily.

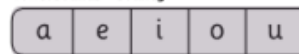
Consonant sounds – stretchy



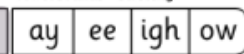
Consonant sounds – bouncy



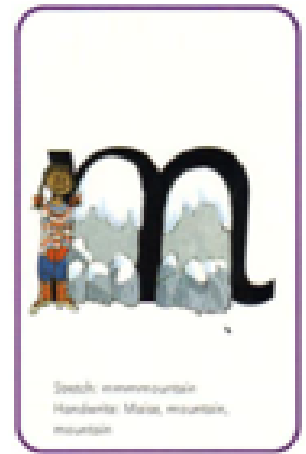
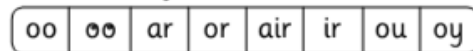
Vowel sounds – bouncy



Vowel sounds – stretchy



Vowel sounds – stretchy



Children use the picture mnemonic to learn to form letters correctly at the same time they learn to read each sound. Each sound has a handwriting phrase e.g., down Maisie, and over the mountains.

Set 2 sounds are shaded. They are long vowel sounds with 2 or more letters.

We call these 'Special Friends' – two letters together that make one sound.

Once children know these Set 2 sounds, they know one way of reading and writing every sound.

Once children know how to read

Set 2 sounds, they start to learn

Set 3 sounds. These are shaded in

the chart. They are alternative graphemes (spelling of a sound)

for the Set 1 and Set 2 sounds the children already know. For

example, they know 'ay' and now

learn a-e and ai as other spellings

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

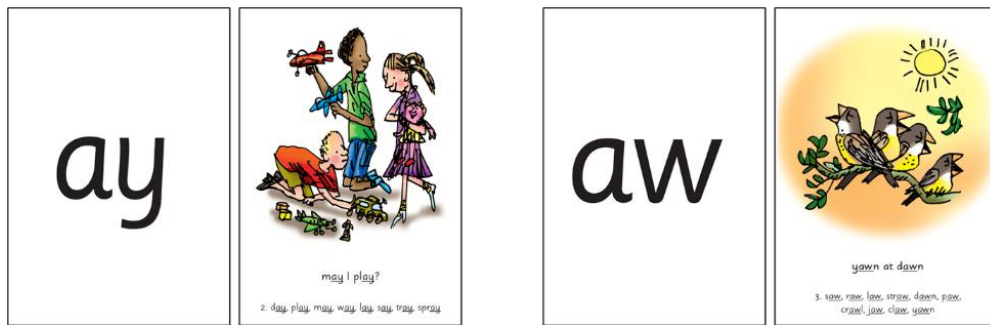
Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
					ai	y	ie	oa
					ea		i	o
					e		y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

for the same sound.

We use picture phrases to help children remember the Set 2 and Set 3 sounds. For example, ay, may I play? aw, yawn at dawn



Alongside teaching children sounds, we teach them to blend sounds to read words e.g. s-a-t, sat. We use Fred Talk to help children read.



Then children practice reading these sounds in words using the routine 'Special Friends', 'Fred Talk', read the word'. They spot the 'Special Friends' first, then Fred Talk to read the word. For example, 'ay', s-p-r-ay, spray.

Fred can only speak in sounds. He says d-o-g, h-a-t etc. Speaking like Fred helps children to understand that words are made up of sounds. Fred helps children practice blending sounds together because he needs the children to say the words for him. Fred says d-o-g, children tell him the word is dog. This is how we **quickly** teach **all of our children** to blend.

Fred Talk follows a consistent routine:

Say the word in sounds as Fred e.g. c-a-t. Ask children to repeat. Pause to allow children to 'jump-in' with the whole word. Say the word in sounds followed by the whole word e.g. c-a-t, cat. Ask children to repeat.

I

said

'Three with me, four at home'

In our school, children read each Read Write Inc. Storybook three times in class with their partner. Re-reading the same book helps children to become confident readers. Each time they re-

read, they build their fluency/speed and comprehension. They love reading and want to read because they can read all the words in the Storybook.

We set a focus for each re-read in school. The first read focuses on reading every word accurately. The second on reading the story more quickly. The third read on comprehension - understanding what they read. Then your child brings the **same book** home to read and enjoy with you again and again at home.

We do not send stories home the children cannot read because we always want them to be set up to succeed in their reading. We want to make sure they enjoy reading so that they want to read. The more they read, the faster progress they will make.

Children will be able to read all of the words in the Storybook. If they hesitate, remind them to read the word using 'Special Friends, Fred Talk, read the word'. For example, this means they spot the 'sh', then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.

Some words are 'tricky' because they contain letters that don't match the sounds the child has been taught. For example, 'said' has 'ai' making an 'e' sound. We teach these common exception words as Red words. In the early Storybooks, these words are printed in red text. Remind your child not to use Fred Talk to read Red words but instead to stop and think. Tell them the word if needed.

This is Red Hat Rob.



"I will grab that cash box," he said.



Black Hat Bob

Black Hat Bob
is on his ship.

This is his peg leg.



Which books will children bring home?

- The Storybook they have read in class to practice reading what they can already read.
- A Book Bag Book. They have guidance inside just for parents., They are matched to the books children read in school so provide practice of the same sounds – extra practice at the right level for the child. They include many of the same reading activities that we use in class.
- A book to share at home which has already been read to them, so they care about it. Parents can read the story to them, or they can retell the story by looking at the pictures. They are not expected to read the story themselves.



Key Stage One

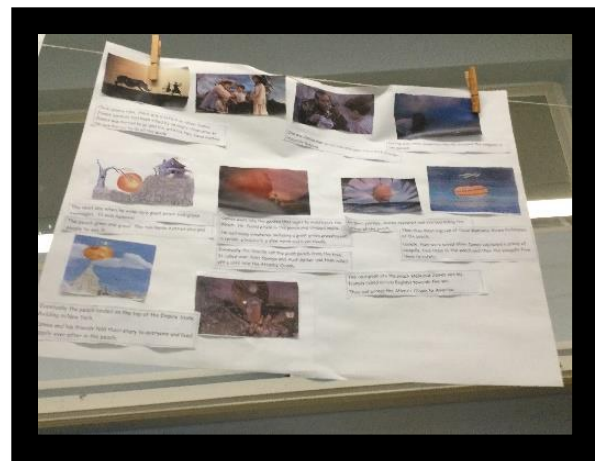
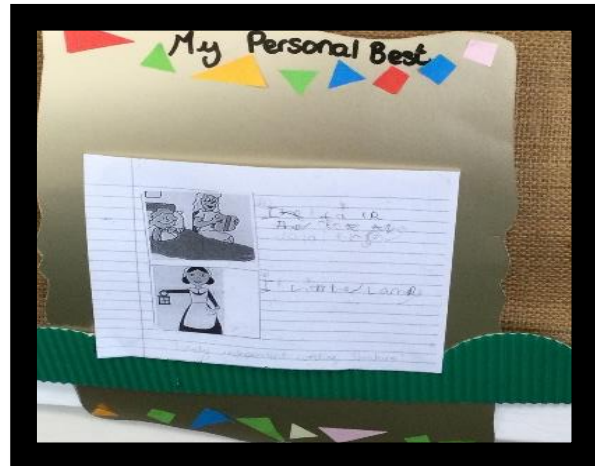
	Early Years	Year 1	Year 2
Aut 1	The Colour Monster Owl Babies Elmer	Story Time Reading: Think Big The Ugly Duckling Chicken Licken The Magic Porridge Pot The Enormous Turnip Hansel and Gretel Reading for Writing: Send for a Superhero We're going on a bear hunt	Reading Lesson: Percy the Park Keeper After the Fall Cinderella an art deco fairy-tale Inside the Villains Reading for Writing: Percy and the Park Keeper Goldilocks and the Three Bears You and Me Goldilocks and Just one Bear Wolves
Aut 2	Goldilocks and the three Bears The Three Little Pigs The Enormous Turnip Little Red Hen	Story Time Reading: What the Ladybird Heard Snow White Little Red Riding Hood Rapunzel Cinderella Jolly Postman Christmas Reading for Writing: We're going to find the monster Gingerbread Man Winter Eyes (Poetry)	Reading Lesson: There's a rang-tan in my bedroom. Lost Species The Magic and Mystery of Trees Reading for Writing: The Journey Home We are Water Protectors
Spr 1	3 Billy Goats Gruff The Pig is in the Pond Coming to England	Reading Lesson: Toys In Space Lost In the Toy Museum Dogger Reading for Writing: The Naughty Bus Stanley's Stick Poems to Perform (Poetry)	Reading Lesson: Rabbit and Bear A book of Bears Hotel Flamingo Reading for Writing: Charlie Stinky Socks Castles Information
Spr 2	Jack and the Beanstalk	Reading Lesson: The Three Little Pigs The Three Wolves and The Big Bad Pig Baby goes to Market Billy the Beast Reading for Writing: Iggy Peck Architect Handa's Surprise	Reading Lesson: Eric Ride by Nights The Magic Finger Reading for Writing: The Dragon Machine Ocean Meets Sky
Sum 1	Gruffalo	Reading Lesson: Oi Frog (Poetry) I Want My Hat Back Look Up! Reading for Writing: You Can't Take an Elephant on a Bus (Poetry) Lost and Found The Way Back Home	Reading Lesson: Horse Pie The Flower Sulwe Reading for Writing: The Omnibobulator The Flower Sulwe
Sum 2	Whatever Next	Reading Lesson: Lots: The Diversity of Life on Earth Poo in the Zoo Be Brave Little Penguin The Lion Inside Reading for Writing: Leo and the Octopus Julian is a Mermaid Flip Flap Zoo	Reading Lesson: Nim's Island Reading for Writing: Nim's Island

Key Stage Two

	Year 3	Year 4	Year 5	Year 6
Aut 1	Jinks and O'Hare Funfair Repair- Phillip Reeve Stone Age-nonfiction Poetry	Secrets of a Sun King- Emma Carroll	Holes- Louis Sachar	Beneath the Surface by Gary Crew Macbeth by William Shakespeare
Aut 2	James and the Giant Peach- Roald Dahl The Giraffe, the Pelly and Me- Roald Dahl	Scarab's Secret Ancient Egypt Poetry	Holes- Louis Sachar Trojan Horse Cupid and Psyche- M Charlotte Craft	Street Child by Berlie Doherty The Viewer by Gary Crew
Spr 1	Romeo and Juliet- Shakespeare Italy-non-fiction Mr Penguin and the Lost Treasure- Alex T Smith	The Lost Words- Robert McFarlane Varjak Paw- SF Said	The Listeners—Walter de La Mare Rainforests- non-fiction	Giant's Necklace by Michael Morpurgo The Land of Neverbelieve by Norman Messenger
Spr 2	Mr Penguin and the Lost Treasure- Alex T Smith Italy- non-fiction The Creakers- Tom Fletcher	Rivers- non-fiction Polar Bear Explores Club- Alex Bell	Kensuke's Kingdom- Michael Morpurgo	The Rabbits by Shaun Tan Animals- non-fiction
Sum 1	The Creakers- Tom Fletcher Southampton- non-fiction	Polar Bear Explores Club- Alex Bell	Beowulf and Grendel Jabberwocky- Lewis Carroll	The Savage by David Almond Alma (short animation)
Sum 2	Beauty and the Beast- Michael Morpurgo Friend or Foe- Morpurgo	Oliver and the Seawigs Romans-non-fiction Myths and Legends Roman Gods	The Paperman- Disney The Water Tower- Gary Crew	The Maya- non-fiction Stormbreaker by Anthony Horowitz

Celebrating Reading

All the children's amazing work is celebrated around the school through displays. It is important that we are celebrating the children's personal best and providing them with opportunities to celebrate their work.



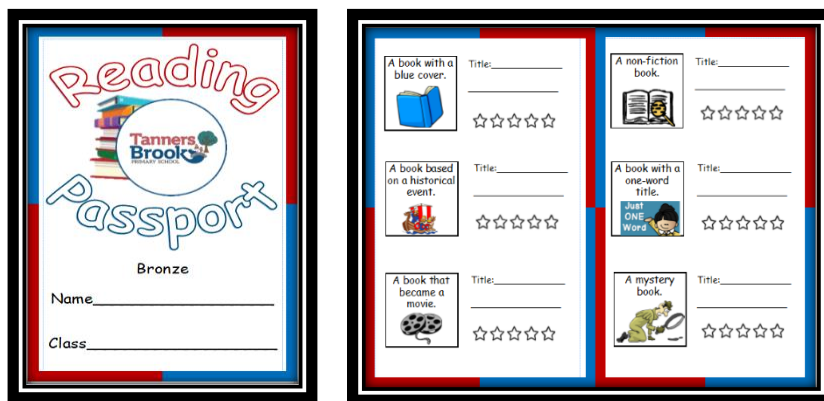
School Events

Book Fair

A bi-yearly book fair allows children to be exposed to and choose from a wide variety of texts. It encourages reading for pleasure and creates a real buzz amongst the children. Commission from the book sales allows us to be able to add to our own book selection and support children's love of reading.

Reading Challenges

The reading passport challenges encourage children to read texts that they may not have readily chosen and to inspire them to read. The Bronze, Silver, and Gold each have six types of books for the children to complete. They get a stamp for each read and an award at the end of each passport's completion.



Seasonal reading challenges occur termly and allow pupils to engage in their own reading. Children are given different challenges using their reading skills used in everyday life. These are The Summer Sizzler Challenge, The Winter Wonderland Challenge and The Step into Spring Challenge. Extreme Reading, which is a part of the seasonal reading challenges, is a fun way to encourage the children to share what they are reading in an exciting way.

Family Challenges


Family Challenges are set in the monthly newsletter, supporting parental engagement, and encouraging reading for pleasure.

March English Family Challenge

Favourite Fiction Book

Design a new character for your favourite book.

You could draw and label this character, you could write an extra chapter including them in it or write a description of them. You might even dress up as this person and send in a photo explaining who you are and which book you are from.




April English Family Challenge

The Queen's Knickers

A little girl day-dreaming about a school visit from the Queen imagines a parade of all the different knickers she might own, and wonders which knickers she might choose for a school trip - her rescue knickers, gardening knickers, or perhaps her 'parachute pants'?

Design the knickers that Queen might want to wear for her Platinum Jubilee celebrations.



May English Family Challenge

Cakes for a Queen!

To celebrate the Queen's Platinum Jubilee, find a recipe to follow and bake your own cakes!

You will need to read the ingredients required as well as how to make your cakes.

Create your own royal decorations! Remember to take photos or draw your cakes before they are eaten!

Enjoy!



Author Visits

To excite and enthuse pupils to read for enjoyment and to expose them to different authors, we have a variety of promotional visits throughout the year.

Authors are invited in to share and promote their books, reading to the children and engaging them with fun activities. The children have opportunities to purchase the books which encourages their reading for pleasure.



World Book Day

World Book Day is an important event for the whole school to participate during the week. Children are encouraged to dress up based on a theme and the whole school does exciting work and activities based on the same book. There are a variety of competitions during the week and ways for the children to share their love of reading.



Shared Reading

Termly, the children experience reading throughout the school. They can read with another year group. This will encourage independence and engagement in the enjoyment of reading.

The year 6 librarians read with Year 1 and EYFS every Friday. It is a fantastic way to encourage the children to read and promote a love of reading.

No Pens Day

No Pens Day is an opportunity for children to explore reading in a creative and exciting way. It supports imagination and cross-school cooperation.

The Library

In the school, we have two libraries within each key stage. Children have access to their well-resourced libraries on a weekly basis where they can take books out to read at home. These libraries can also be used for study and research purposes for lessons and homework. In KS2, there is a Star Reader scheme where children are selected by their class teacher to have access to books for advanced readers. There is a book club running in each key stage where the children can share their love of reading and be supported in their reading journey. Year 6 pupils act as librarians across KS1 and KS2 which is a great opportunity for the children to show responsibility and promote the enjoyment of reading to others.





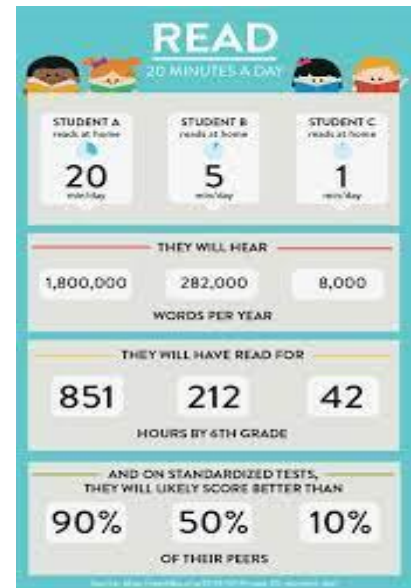
Children have access to age-appropriate lists that recommend different books for the children to read. The idea of these lists is to encourage the children to branch out from their usual books. They also link to author that are studied throughout the school. There are also lists that match a theme – encouraging children to read more diverse books from around the world.

Reading Scheme

Across the school there is a colour-banded reading scheme to support the children reading ability. The books that the children read with the adult in school during one-to-one reading follow this scheme and children move up through the bands after assessment by their teacher. In KS1 the books that the children bring home to read are also supported by this scheme.

Home School Reading

Children will read regularly at home and be supported by their parents through **questioning readers** as well as **comprehension** about the text read. Every pupil is provided with a Reading Diary in which to record their home/school reading. The children that have read three times a week or more are rewarded with house points and class rewards. Videos are provided to parents to support them with how to read with their child at home and appropriate questioning. A leaflet is available to parents with ideas on how to support reading and encourage their children. Parents are invited to attend a support session on reading with their children and phonics.



Assessment

Reading is assessed in different ways including:

- Moderation and learning walks across the school
- NFER Tests termly
- SATS at the end of the key stages in year 2 and year 6
- Formative Assessment

TAs work with small groups and individual children to target and address individual needs.

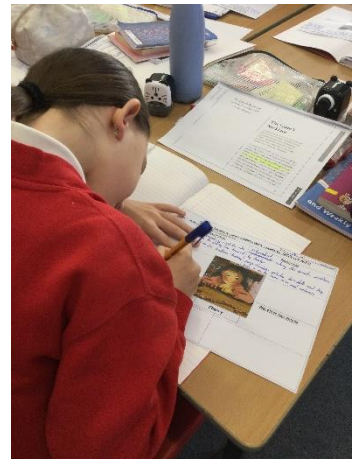
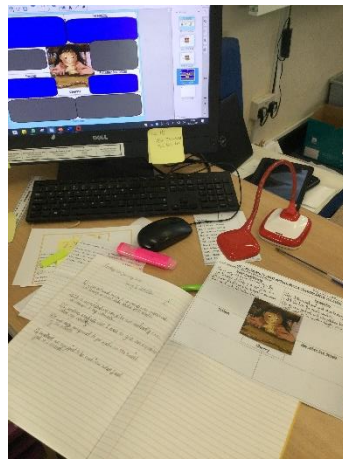
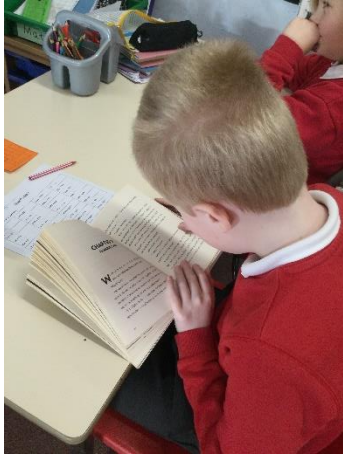
Reading Impact

The teaching at Tanners Brook is good to outstanding. Through reviews and inspections teaching of reading has been shown to have a good impact on the children's learning. Children enjoy reading and writing across a range of genres. Children of all abilities are able to succeed because the work is appropriately scaffolded. Children use a wide range of vocabulary that they use within their writing and spoken language. Any significant gaps in the progress of different groups of pupils will be addressed. The skills our children learn equip them to be effective learners in all aspects of the curriculum.

Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process. Children are taught reading and writing progressively and at a pace appropriate to each individual child. The skills taught are matched to National Curriculum objectives.

Parents and carers have a good understanding of how they can support reading at home.

Learning Walks



Pupil Voice

I love learning about the new books we read and working on our new tasks. I find it challenging but I always try my personal best.

Year 4

Reading is linked to our writing. Reading is my strong point. I find I have to think about my answers more when using reasoning. I use PEE to help me with my reasoning. For 'P' I use the phrases 'I think that...' For 'E' I use evidence from the text then 'E' means I explain what I have found.

Year 6

I love reading my own books! I find it interesting and calming. I really try my personal best when answering my reading questions. It makes me think about the book.

Year 4

I enjoy all the books we are reading. I particularly like Street Child as I am learning all about the Victorians. I enjoyed pretending to be Lizzie or Emily when we had to write a letter to Ma.

Year 6

Data

Children working at ARE within each year group are in line with national averages or above. We are striving for those working at Greater Depth within each year group to be at least in line with national averages.

July 2022	EXS+	GDS
Phonics-Year 1	87% (75%)	
Year 2		
Reading	71% (67%)	11
Writing	64% (58%)	7
Year 6 (National)		
Reading	70.5% (74%)	27%
Writing	76.9% (69%)	9%
SPAG	71% (72%)	13%