

# Reading



SUBJECT GUIDE



# Reading

## Curriculum intent

Here at Phoenix we believe that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



# Reading

## **Reading Programme of study**

### **Reading for Pleasure and cultural capital.**

This is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include activities linked to World Book Day, Roald Dahl Day and a portable school library. We have had author and illustrator visits alongside bringing books to life with theatre performances.

At Phoenix, we have been working hard to build a culture of reading for pleasure, subscribing to 'First News' newspapers linking to British Values and global affairs, 'The Phoenix' a magazine with comic strips, short stories and puzzles and the scientific 'Aquila' magazine which has supported the encouragement of some of our more reluctant readers.

### **Reading within the curriculum**

Where possible, we link our class texts with the holistic school topic, opening doors to support our children with creativity and imagination. We use the 'Bug Club' reading books, pitched at the reading age of our pupils (following Salford reading tests and RWI assessments) When our children become 'free readers', we encourage freedom of choice alongside our top reading level which has a wide range of reading materials to support varying genres and continue to encourage regular reading. Our children are encouraged to read three times a week with members of staff or each other.

### **Home reading**

We have had a drive on supporting home reading through our school positive behaviour points scheme on Class Dojo. We ask and encourage reading to be done three times a week and celebrate home reading as part of our weekly whole school celebration assembly. To support home reading, we also have books allocated to children on our blended learning platform, Purple Mash. Allowing staff to pitch reading books and support reading comprehension with linked activities.



# Reading

## **Reading Overview:**

### **Assessment**

When children first attend Phoenix, we conduct a Read, Write, Ink (RWI) assessment and a Salford Reading Test, to both determine the entry level of RWI if needed and their reading age. This will then correlate with interventions, guided reading and the teaching of Phonics and SPaG.

All teachers will then assess reading at the end of each term with the Rising Stars Reading Assessment based on the year group that child is currently working at, in line with all Academy Transformation Trust schools. We are however, also aware that some children within our school find summative assessments to be anxiety ridden, heightening behaviour and emotions; in these cases, we would use formative assessments in line with their Education, Health and Care Plan (EHCP). It is our aim at Phoenix to close the gap for our learners as effectively as possible, therefore supporting the assessment process accordingly.

### **Cross-curricular links**

We encourage the introduction of reading within all aspects of our curriculum, linking texts and offering opportunities to read daily within our timetable. We have developed a positive attitude towards reading and have developed the school culture and climate to warmly encourage children to pick up varying reading materials. We welcome the use of technology to support reading, such as audio books and Purple Mash and have a reading hub in the centre of our school quad.



# Reading

## Topic Overview:

### PHEONIX ENGLISH LONG TERM OVERVIEW

2020-2021:	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 3	SUMMER 1	SUMMER 2
LEARNING PROJECT	BLUE ABYSS	FROZEN KINGDOM	GODS & MORTALS	ROCKS, RELICS & RUMBLES	WRIGGLE & CRAWL	RIO DE VIDA
<b>KS1</b>						
Fiction genres	Narrative: Re-telling a story through simple sentences.	Tell a story about a central character – character descriptions	Using 'boxing clever' to create own mythical story	Innovate on patterns from a familiar story using known story language	Recreate the story of the hungry caterpillar through drama and creative learning / make own version	Working with given resources from Maestro, Learn about and write own postcards – colloquialisms/informal Write own carnival poem
Non-Fiction genres	Recount: Writing sentences to match pictures  Discussion: to write a sentence to convey opinion and the opinion of others. Using the stories Tiddler tells.	Instructions – how to build a snowman / how to make a snowman for a Christmas tree decoration.  Non-Chronological report; choosing an animal – Assemble information about a subject... writing sentences about different aspects.	Persuasive letter: Writing to Icarus.  Diary entries: A day in the life of Icarus.	Non-Chronological report: What makes up the earth?  Explanation: Write a series of sentences explaining a process based on first hand experiences. (Making a volcano – part of the wider curriculum)	Instructions – making a mini beast house for forest school.  Visit to the library to find stories about minibeasts	Recipes for street food Choosing a dish, following a recipe cooking for the school carnival
Suggested texts	The Rainbow Fish	Aurora: The tale of the Northern Lights	Helping Hercules		The very hungry caterpillar	Carnival Poetry



# Reading

	Sharing a shell (PSHE) friendship.  Tiddler-the story telling fish.	The Arctic and Antarctica  Building a snowman: sequencing stories.  Big Bear Little Bear	Icarus was ridiculous		The bad-tempered ladybird	Postcards  Two can Toucan
LKS2						
Fiction genres	Narrative: Dramatic stories – focus on adjectives	Short stories in the third person.	Character profiles and character description. – writing own mythical story (including dialogue) Can use boxing clever	Plan and write (support with boxing clever) a story based on the event provided from the text.  Same event as below	Creative writing – personification. Personifying insects into stories, using Alice in wonderland for examples. Bee and me – easier text	Write poems for the carnival  Plan and write a dilemma story based on 'The legend of Guarana'
Non-Fiction genres	Non-chronological Report, using paragraphs to organise ideas.  Persuasive letter – To the local council to persuade for schools to recycle better or to clean the streets of rubbish etc.	Recounts: Diary Entries – linked in with the Shackleton story. To write accounts from the point of view of Shackleton. Considering the use of the senses to support emotion within the entries.  Biography: of Shackleton – use of computing to support research, what we have learned from the stories and the use of content to demonstrate difference in genre eg subheadings and images etc.	Non-Comparative Creating a website to report on all of the work that has been done within the topic – could be linked to the school website  Instructions – building the trojan horse Reading the commands given by Odysseus to his Greek soldiers for building the Trojan horse – sequencing and rewriting instructions.	Recounts Writing the same event in a variety of different ways Earthquakes and Tsunami's - Diary entry - Letter - Newspaper report	Film review – comparative study between the film and the book of Alice in wonderland.  (can use the Bee movie and the book Bee and Me for a more simplistic view on insects, depending on development of skills within the year)	Recipes for street food Choosing a dish and researching, creating the recipe and cooking for the school Brazilian themed carnival at the end of the topic.



# Reading

Suggested texts	Race to the Frozen North (Catherine Johnson)	Trapped by the ice  You wouldn't want to be on Shackleton's Polar Expedition.	Percy Jackson  Trojan Horse: How the Greeks won the war	Escape from Pompeii  The Pebble in my pocket	Alice in wonderland  Bee and Me	The legend of Guarana (Short story)
	Variety of non-fiction books to support topic	Sky Song  Variety of non-fiction books to support topic	Variety of non-fiction books to support topic	Variety of non-fiction books to support topic	Variety of non-fiction books to support topic	Variety of non-fiction books to support topic
UKS2						
Fiction genres	Short stories – How characters feel, using the senses to entice the reader.	Dramatic stories – using language to evoke mood and atmosphere.	Play script / playscript into a narrative.  Character profiles including feelings and thoughts – creating own mythical story	Non-linear story using carefully placed paragraphs and a narrator to lead the reader through the story.	Writing to surprise and amuse the reader, using a clear narrative voice, basing themes on Charlotte's Web.	The Legend of Vitoria- Regia. – Planning and writing an extended short story using expressive and figurative language, describing how characters feel adding detail of sights and sounds.
Non-Fiction genres	Diary entries from the sailors on board the ship.  Persuasion – presentation on sea pollution, using language techniques to deliberately persuade the reader.	Chronological report – Newspaper articles. Taken from the text on Shackleton's expedition – if thorough, invite them to work on a school newspaper once a term.  Film critique / book comparative study Using fact and opinion to discuss the differences between the film and the book (film is a PG)	Myths and Legends – a letter to the king; imagining that they are either one of the children destined to be fed to the Minotaur or you are the Minotaur himself.	Diary Entries Celebrating the earth - interweaving another genre into this text type e.g. clipping from a newspaper report etc Evoking the feelings of a witness to a volcanic eruption.	Instructions – writing for different purposes, caring for our wildlife – producing a working leaflet/educational piece for forest school for other children to use.	Recipes for street food Choosing a dish and researching, creating the recipe and cooking for the school Brazilian themed carnival at the end of the topic.  Biography of a Brazilian football player – linked into the importance of football for Brazil. (Not strictly football)



# Reading

Suggested texts	<p>The Edge of the world (Julia Green)</p> <p>Variety of non-fiction books to support topic</p>	<p>The Call of the Wild</p> <p>South: The illustrated story of Shackleton's last expedition</p> <p>Variety of non-fiction books to support topic</p>	<p>Mythology: Timeless tales of Gods and Heroes</p> <p>Minotaur's Maze (History Quest)</p> <p>Percy Jackson</p> <p>Variety of non-fiction books to support topic</p>	<p>The fire-work makers daughter (Philip Pullman)</p> <p>Variety of non-fiction books to support topic</p>	<p>Charlotte's web</p> <p>Variety of non-fiction books to support topic</p>	<p>The Legend of Vitoria-Regia (short story)</p> <p>Variety of non-fiction books to support topic</p>
<b>Whole school approach</b>						
Writing for purpose	<p>Non-fiction, to collate all school sea stories (final piece to be written on separate paper) and create a school feature book.</p> <p>Y6 to be offered the chance to run an assembly end of term with their persuasive presentations</p> <p>LKS2 letters to be posted.</p> <p>Year 6 to visit the library (JG)</p>	<p>Following learning about the newspaper reports and journalism, year 6 to produce a newspaper about Shackleton's expeditions then to be invited to start a school newspaper to be produced once a half term to showcase topics.</p> <p>Year 5/6 to visit the library (SJ)</p>	<p>Year 6: writing to deliver a play / performance for others</p> <p>LKS2: showcasing work on a website from other classes – could be put on school website</p> <p>KS1: boxing clever to generate a story.</p> <p>Year 5 to visit the library (OJ)</p>	<p>The purpose of writing for this half term is the link of subject content, such as using the same story to evoke a number of genres or including a genre within an alternative piece.</p> <p>Year 4 to visit the library (DC)</p>	<p>LKS2 can compare films they have seen and books they are reading as a purpose for their writing – instant gratification for their writing.</p> <p>KS1 can perform their stories set on the very hungry caterpillar in assembly</p> <p>Year 6 can develop leaflets and booklets as part of forest school for other children to use.</p> <p>Rainbow and KS1 to visit the Library (GS/LT)</p>	<p>End of topic Phoenix Carnival, displaying poetry, stories and sharing the food they have written the recipes for.</p> <p>Plan to be over the house for cooking the food for the carnival</p> <p>Year 3/4 to visit the library (SE)</p>





# Reading

poem	The Sea by James Reeves	Haiku Poetry  Based around the northern lights	Falling out of the sky – Poetry about myths and monsters.	Volcano poetry, the use of personification and image poetry.	There's a worm at the bottom of my garden, Pete Bradbury  Caterpillar, caterpillar, C. Richard Miles  Hurt no living thing by Christina Rossetti  To write own educational poem based on looking after the earth and minibeasts.	Carnival Poetry
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# Reading



## PHOENIX ENGLISH LONG-TERM OVERVIEW

2021-22	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING PROJECT	TRIBAL TALES	STREET DETECTIVES	TRADERS AND RAIDERS	ALLOTMENT	TOWERS TUNNELS AND TURRETS	SCRUMDIDLYUMPTIOUS
KS1 - LT						
Fiction genres			Recounts – through drama.	Own secret garden/secret path adventure story. (Class story/bound		Poetry: Shape poems
Non-Fiction genres		Describing our observations (Maestro planning for support)  Giving directions	Newspapers/chronological reports.	Instructions – planting a tree or bush  Using glossaries and index'	Recount of a school trip  Own adventure/castle stories – using boxing clever.	
Suggested texts		Little red riding hood  Three little pigs, an architectural tale.  Lost and found (Oliver Jeffers) The Hundred Decker Bus (Mike Smith)	There's a Viking in my bed and other stories.	Percy the Park keeper, a secret path	The Tale of the Castle Mice. (Michael Bond)  The Tunnel (Anthony Browne)	Jabberwocky and other nonsense: collected poems  Charlie and the Chocolate Factory.



# Reading

LKS2 – DC SE						
Fiction genres		Poetry (maestro planning for support)	Retelling a legend (use Maestro for planning support)	Glorious gardens – poetry (use Maestro for ideas)	Rapunzel interview – speech marks and speech bubbles	
Non-Fiction genres		Newspaper reports  Street diaries (maestro for planning support)	Biographies – King Arthur	Instructions and ingredients	Recount of school trips	
Suggested texts		First news papers Stories on my street	Saga of Erik the Viking	The yuckiest lunch box	The Tunnel (Anthony Browne)  Rapunzel.	Jabberwocky and other nonsense: collected poems  Charlie and the Chocolate Factory.  Green eggs and ham



# Reading

UKS2 – JG, OJ, SJ						
Fiction genres	Own Stig interpretation  Poetry – linked to the topic.	Poetry – Linked to topic	Viking poetry – Theme: A Viking feast  Stories – Flashbacks/alternative endings.		retelling of a significant legend	
Non-Fiction genres	Newspaper reports – Reporting on a caveman in the modern world	Persuasive letters to the council  Biographies Famous people from the local area / Banksy (linked to street art and graffiti)		Sequencing events (Maestro planning ideas)  Radio Broadcast – Maestro (recorded and placed on dojo)  Explanations – Give a research question such as ‘Why don’t pinepples grow in Walsall’ or ‘What if there were no dairy farms’ Casual phrases: because of this... therefore...this means that... consequently...		
Suggested texts	Stig of the dump	Street child Berlie Doherty	Time travelling cat and the Viking terror.	The secret garden	King Arthur and the Knights of the round table.	Charlie and the Chocolate Factory.



# Reading

YEAR	2022-2023					
TOPIC	ID	Heroes & Villains	Off with her head!	Beast creator	Revolution	Scream Machine
ACTIVITY						

YEAR	2023-2024					
TOPIC	Moon zoom	Britain at war	Bright lights, big city	Urban pioneers	Pharaohs	Misty mountain, winding river
ACTIVITY						



# Reading

## Progression of skills and knowledge

\*Level of challenge in Y3/4 and 5/6 will come from text

	Rec	Year 1	Year 2	Year 3*	Year 4*	Year 5*	Year 6*
Decoding	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPCs</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p> <p>Read aloud phonically decodable texts</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences</p> <p>Read most words quickly &amp; accurately without overt sounding and blending</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	

# Reading

Range of Reading		Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  being encouraged to link what they read or hear read to their own experiences	Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Read books that are structured in different ways and reading for a range of purposes	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Read books that are structured in different ways and reading for a range of purposes  Make comparisons within and across books
Familiarity with texts	Engage in story time	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  Recognise and joining in with predictable phrases	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literary language in stories and poetry	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  Identifying themes and conventions in a wide range of books	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  Identifying and discussing themes and conventions in and across a wide range of writing
Poetry performance	Learn rhymes, poems and songs	Learning to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  Recognising some different forms of poetry	Learn a wider range of poetry by heart  preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Discuss word meanings, linking new meanings to those already known	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary  Discussing their favourite words and phrases	Use dictionaries to check the meaning of words that they have read	

# Reading

Understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Draw on what they already know or on background information and vocabulary provided by the teacher  Check that the text makes sense to them as they read and correcting inaccurate reading	Discuss the sequence of events in books and how items of information are related  Draw on what they already know or on background information and vocabulary provided by the teacher  Check that the text makes sense to them as they read and correcting inaccurate reading	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Ask questions to improve their understanding of a text  Identify main ideas drawn from more than one paragraph and summarising these	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Ask questions to improve their understanding  Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference		Discuss the significance of the title and events  Making inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done  Answering and asking questions	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	Anticipate – where appropriate – key events in stories: explain what might happen	Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
Authorial Intent				Discuss words and phrases that capture the reader's interest and imagination  Identify how language, structure, and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader





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Non-fiction	Engage in non-fiction books.  Use and understand recently introduced vocabulary during discussions about non-fiction		Being introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion  Retrieve, record and present information from non-fiction
Discussing reading		Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Recommend books that they have read to their peers, giving reasons for their choices  Participate in discussions about books, building on their own and others' ideas and challenging views courteously  Explain and discuss their understanding of what they have read, including through formal presentations and debates,  Provide reasoned justifications for their views

# Reading



## Risk Assessments

- Include any subject-specific risk assessments