English - Reading Curriculum

Knowledge Informed; Skills Rich.

Vision

Penpol pupils are curious, creative and courageous learners. Our school community believes in authenticity as the foundations of deep-rooted learning. Through our rich and relevant English curriculum, we nurture community-minded, forward-facing international citizens of the future.

Curriculum Intent: Why do we teach Reading at Penpol School?

At Penpol School we recognise that secure reading skills are the foundations to a successful learning journey and help equip children to succeed in later life. All teachers have a responsibility to develop the children's skills in reading, writing, speaking and listening and through developing a growth mindset can help them to become resilient learners so they can access the curriculum effectively and achieve their full potential.

Penpol School will:

- Support all children in acquiring a wide vocabulary.
- Enable children to speak clearly and confidently and take into account the listeners need.
- Instil a love of reading which will help children develop positive attitudes towards reading for pleasure and information through regular contact with challenging texts.
- Help children become fluent and independent readers with a secure understanding of texts and their structure.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.

The world in which we live is changing rapidly; we cannot begin to predict the nature of roles and lifestyles our pupils will enjoy in the future. We can be certain, however, that a broad range of skills and dispositions will be required, alongside a well-connected bank of knowledge, in order for them to thrive. We know our amazing pupils well and are clear about our contextual challenges. The least confident pupils joining us at Penpol often need to improve the depth and range of their vocabulary in order to access the academic world. We are highly ambitious for each and every child in our school. We aim to unlock the academic code for all by supporting each pupil to develop a broad, rich and versatile vocabulary. Further, we aim to instil in each of our pupils an unshakeable belief in themselves and their potential for continued growth.

Implementation: How is Reading taught at Penpol School?

Reading for Pleasure

Reading for pleasure is a vital part of the reading curriculum at Penpol School. Children are given dedicated time to read and, most importantly, to discuss the books they enjoy. Regular 'book talk' sessions take place, where texts are recommended and discussed between children and adults in the class. Teachers and other staff members model this process and encourage children to reflect on their own reading, sharing their opinions as much as possible. To promote and model 'book talk' amongst the adults in school, staff include the books they are currently reading at home in their email signature.

Children are encouraged to reflect on their daily reading habits through activities such as 'Reading Rivers', '24-Hour Reads', and 'Reading Alphabets'.

Parents and carers in EYFS and KS1 are invited to attend 'Book and a Bagel' sessions to share reading experiences with their children. Class teachers read a book for pleasure to their class every day during whole class shared reading. Each year group has a 'Reading River' display, which showcases the books the children read throughout the year.

Children have regular opportunities to choose books for pleasure from the school library, and each classroom has a reading corner where children can read for enjoyment throughout the school day. The School Book Fair is held twice a year, giving children the opportunity to browse and explore books during the school day.

High Quality Texts

At Penpol School, we immerse children in the world of reading by using high-quality texts that are relevant to the current topics being taught. Each year group has created a 'Reading Spine' which includes books from the '50 Recommended Reads', books that celebrate diversity, and engaging texts to inspire children.

During RWI, Whole Class Reading and English lessons, vocabulary is brought to life by exploring and adding new words to our **Tier 1, 2, 3 Vocabulary Walls**, ensuring that these rich and exciting words are used across the curriculum.

By combining meaningful texts with a focus on vocabulary, we create an environment where children are not just reading, but truly experiencing the power and joy of language!

Read Write Inc.

In the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1), Read Write Inc. (RWI) is used to ensure that every child becomes a confident and fluent reader. Children are assessed on entry and at least once every half term to monitor their progress and ensure they are placed in the appropriate group. RWI is taught daily, with lessons and books tailored to each child's specific ability.

Each week, children take home an RWI class book and a book bag book that corresponds to their reading level. They also take home two 'books of choice' from the classroom or school library, fostering a love of reading through personal choice. These books can be read by the children themselves or by an adult to model fluent and expressive reading.

The lowest 20% in each year group are identified and receive additional support to help close the gap. Fluency interventions are provided for children who know their sounds but are working on developing 'speedy reading.' The Reading Leader regularly coaches and trains all RWI staff, and parent/carer sessions are held by class teachers to engage and support families in the reading process.

KS1 - Talk Through Stories

Talk Through Stories fosters a love of reading and creates language rich children by extending and deepening children's spoken vocabulary through a range of children's literature. It is linked to *Read, Write, Inc* and is taught in EYFS and Key Stage 1. The story is re-read and the vocabulary explored through short activities. Here are some examples of activities explored during Talk Through Stories:

- Introduce the story and read it to the children.
- Discuss the problem/dilemma in the story.
- Re-read the story so children join in with predictable phrases
- Explore vocabulary.
- Freeze-frame activity so children can construct sentences orally and build on children's vocabulary.
- Explore children's comprehension through 'Which sentence is right activity?'
- My turn/Your turn to repeat the sentences before discussing their opinion.
- Invite the children to decide what they think about the characters – are they 'nice' or 'not nice' – and why they think so, then act in role as the teacher plays 'quiz the character'.

Whole Class Reading

In Year 2 (from the Spring Term) and Key Stage 2, Whole Class Reading is taught daily to all children, regardless of their individual word recognition and phonics skills. The aim is to allow all children to access, experience, and discuss high-quality texts while being taught key comprehension skills, preventing them from being held back by the mechanical aspects of reading.

Teachers provide children with high-quality texts that offer an appropriate level of challenge. Throughout Whole Class Reading lessons, teachers model specific objectives, strategies, and reading techniques. Children will have the opportunity to read for understanding during guided reading sessions.

A variety of reading approaches will be used, including choral reading, echo reading (My turn, your turn), independent reading, partner reading, and volunteer readers. Children will be asked to answer VIPERS questions (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise) during Whole Class Reading lessons. Responses may be verbal, through partner or group work, class discussions, or independently recorded in exercise books.

Accelerated Reader

Accelerated Reader is introduced to children who complete the RWI programme and to children in Key Stage 2. Every term, children take the Star Reading test, which generates a ZPD (Zone of Proximal Development) range. From this, teachers can set personalised reading targets for each child. Once a child has completed their book, they take a comprehension quiz.

The ZPD defines the range of books that children should read to best develop their reading skills, while avoiding frustration. The ZPD is particularly useful for children using Renaissance Accelerated Reader, as it lists the readability levels for all quizzed books. Children are encouraged to read a wide variety of texts, from fiction to non-fiction, to broaden their reading experience.

During Accelerated Reader sessions, children choose a book within their ZPD range, read the book both in school and at home, take an online quiz, and receive immediate feedback. Regular feedback motivates children to make progress with their reading skills and helps them stay engaged in the learning process.

A comprehensive set of reports shows how much a child has read, the complexity of the books they have tackled, and how well they have understood what they have read.

Reading Buddies

Reading Buddies is a programme at our school where each child is partnered with a child from a different year group. During these sessions, children spend time with their reading partner, taking turns to listen to each other read a book or their own writing.

The younger children benefit from Reading Buddies in the following ways:

- They enjoy hearing stories read aloud to them.
- They have the opportunity to engage in conversations about topics that interest them.
- They receive regular 1:1 assistance to practice familiar reading.

- They experience reading in a fun, positive, and relaxed environment.

The older children benefit from Reading Buddies in the following ways:

- They further develop their own reading skills.
- They foster leadership and problem-solving abilities.
- They gain confidence through being role models for younger children.
- They feel a sense of importance by helping someone in their school community.

Occasionally, teachers will swap classes during this session, with each teacher reading poetry to their partner class.

Impact: What will we see from the teaching of Reading?

Through regular and robust assessments in Read Write Inc. (RWI), children make good progress with their decoding and early reading skills. Reading is assessed regularly by class teachers using a variety of methods, including Accelerated Reader assessments, Sonar for monitoring both summative and formative assessments, Whole Class Marking during Whole Class Reading lessons, observations in lessons, and Testbase assessments. The acquisition of high-level language is tracked through its application in both writing and oral literacy.

These well-delivered and clearly assessed elements of reading ensure that children at Penpol are engaged, enthusiastic, and avid readers. As a result, children at Penpol are well-equipped to progress to the next stages of their learning, feeling confident in applying their reading skills across the wider curriculum.

Reading Knowledge and Skills Progression

	Reading for Pleasure	**Phonics/Decoding**	**Making Links**	**Vocabulary**	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Summarise**
EYFS - Reception	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Learn new vocabulary Listen to and talk about stories to build familiarity and understanding.	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)	Make comments about what they have heard and ask questions to clarify their understanding (ELG) Connect one idea or action to another using a range of connectives.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)	Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG) Anticipate – where appropriate – key events in stories (ELG)	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)
Year 1	**Reading for Pleasure**	**Phonics/Decoding**	**Asking Questions / Making Links**	**Vocabulary**	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Summarise**

	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Develop pleasure in reading and am familiar with key stories, fairy and traditional tales, can retell them and consider their particular characteristics. Develop pleasure in reading, rhymes and poems, and recite some by heart. Check the text makes sense to them and correct when reading inaccurately.	Use their phonics to decode words Respond speedily with the correct sound of 40+ graphemes and know the alternatives. Read accurately by blending sounds in unfamiliar words Read words containing suffixes –s, –es, –ing, –ed, –er and –est Read common exception words Read words of more than one syllable Read words with contractions and understand what the apostrophe represents. Read aloud accurately books that are consistent with my phonic knowledge Re-read books to build up my fluency and confidence in word reading.	Encouraged to link what they've read or heard to their own experiences.	Join in with predictable phrases. Beginning to draw on what they already know and use vocabulary provided by the teacher.	Make inferences on the basis of what is being said and done	Predict what might happen on the basis of what has been read so far	Explain clearly their understanding of what is read to them. Participate in discussion about what is read to them, taking turns and listening to what others say.	Understand the significance of the title and events	Becoming familiar with key stories, fairy stories and traditional tales, retelling them.
Year 2	**Reading for Pleasure** 	**Phonics/Decoding** 	**Asking Questions / Making Links**	**Vocabulary** 	**Inference** 	**Prediction** 	**Explanation** 	**Retrieval** 	**Summarise**

	Re-read books to build up fluency and confidence in word reading Motivated to read, and show my understanding by discussing my favourite words and phrases. Building up a repertoire of poems learnt by heart with appropriate intonation	Continue to apply phonic knowledge and skills as the route to decode words Read accurately by blending the sounds in words that contain the graphemes taught so far Read accurately words of two or more syllables Read words containing common suffixes. Read further common exception words Read most words quickly and accurately without overt sounding and blending Read aloud books closely matched to my phonic knowledge sounding out unfamiliar words accurately without hesitation		Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that which can read independently Recognise simple recurring literary language in stories and poetry Discuss and clarify the meanings of words, linking new meanings to known vocabulary	Make inferences on the basis of what is being said and done	Predict what might happen on the basis of what has been read so far	Participate in discussion about books that can read for independently taking turns and listening to what others say Explain and discuss understanding of books that are listened to and that can be read independently	Answer and ask questions	Can discuss the sequence of events in books and how information is related Been introduced to non-fiction books that are structured in different ways, e.g., using alphabetical order Familiar with and can retell a wider range of stories, fairy stories and traditional tales
Year 3	**Reading for Pleasure** 	**Phonics/Decoding** 	**Asking Questions / Making Links**	**Vocabulary** 	**Inference** 	**Prediction** 	**Explanation** 	**Retrieval** 	**Summarise**

	Participate in discussions about books read to them and read by them and those read by themselves taking turns and listen to what others say. Read books that are structured in different ways. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry	Apply knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet. Read further exception words, noting the unusual correspondence between spelling and sound.	Asking questions to improve their understanding of the text	Teaching should be aimed more at developing vocabulary and breadth of reading. Identifying how language, structure and presentation contribute to meaning Checking the text makes sense to them, discussing their understanding and explain the meaning of words in context Discussing words and phrases that capture the readers interest and imagination Use dictionaries to check the meaning of words. Discuss words and phrases that capture a readers interest and imagination.	Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence	Predicting what might happen from details stated and implied	Familiar with a wide range of books and enjoy discussing the ideas and themes they contain.	Retrieve and record information from non-fiction	Identifying main ideas drawn from more than 1 paragraph and summarising these Increasing familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally Identifying themes and conventions in a wide range of books
Year 4	**Reading for Pleasure** 	**Phonics/Decoding** 	**Asking Questions / Making Links**	**Vocabulary** 	**Inference** 	**Prediction** 	**Explanation** 	**Retrieval** 	**Summarise**

	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry	Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in a word. Read books that are structured in different ways.	Asking questions to improve their understanding of the text Identifying themes and conventions in a wide range of books	Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Identifying how language, structure and presentation contribute to meaning Discuss words and phrases that capture a readers interest and imagination. Use dictionaries to check the meaning of words. Discussing words and phrases that capture the readers interest and imagination	Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence	Predicting what might happen from details stated and implied	Familiar with a wide range of books and enjoy discussing the ideas and themes they contain. Checking the txt makes sense to them, discussing their understanding and explain the meaning of words in context	Retrieve and record information from non-fiction	Identifying main ideas drawn from more than 1 paragraph and summarising these Increasing familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally
Year 5	**Reading for Pleasure** 	**Phonics/Decoding** 	**Asking Questions / Making Links**	**Vocabulary** 	**Inference** 	**Prediction** 	**Explanation** 	**Retrieval** 	**Summarise**

	Continuing to read and discuss an increasingly wide range of fiction, poetry, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes. Increasing 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 Recommending books that they have read to their peers, giving reasons for their choices Learning a wider range of poetry by heart Preparing poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		Making comparisons within and across books Identifying and discussing themes and conventions in and across a wide range of writing Ask questions to improve their understanding Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously	Apply their growing knowledge of word families, root words, prefixes and suffixes (morphology and etymology) both to read aloud and understand the meaning of new vocabulary. Check the book makes sense to them, discussing their understanding and exploring the meaning of words in context Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader	Drawing inferences such as characters feelings, thoughts and motives from their actions and justifying inferences with evidence	Predicting what might happen from details stated and implied	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic an duding notes where necessary Provide reasoned justifications for their views Distinguish between statements of fact and fiction	Retrieve, record and present information from non-fiction	Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
Year 6	**Reading for Pleasure** 	**Phonics/Decoding** 	**Asking Questions / Making Links**	**Vocabulary** 	**Inference** 	**Prediction** 	**Explanation** 	**Retrieval** 	**Summarise**

	Reading books that are structured in different ways and reading for a range of purposes Increased familiarity with books from other cultures and traditions and can compare to books from our literary heritage. Recommending books they have read to others giving reasons for their choices. Learning a wide range of poetry by heart. Prepare and perform poems and plays to read aloud showing intonation, tone and volume to show meaning.		Making comparisons within and across texts including different text types. Ask searching questions to improve their own understanding of a text.	Apply their growing knowledge of word families, root words, prefixes and suffixes (morphology and etymology) bot to read outlaid and to understand and compare meanings of new vocabulary in context. Identifying how language, structure and presentation contribute to meaning. Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader.	Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.	Predicting what might happen from details stated and implied	Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views Read and discuss a wide range of fiction and non-fiction, poems, plays and other reading material for a range of purposes. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously Distinguish between statements of fact and opinion.	Retrieve, record and present information from non-fiction Identify and discussing themes across a wide range of texts.	Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support main ideas.