



Reading at Holbeton Primary School

Intent

At Holbeton Primary School, we believe that everyone can succeed in reading, developing a love of books and knowledge. We aim to help all children to become confident readers and help them to see reading as an intrinsically pleasurable and worthwhile activity which will help them to become lifelong learners. Providing a wide variety of high-quality texts, which will appeal to all children, we teach a range of strategies to help children to become effective readers.

At the beginning of their journey, in Foundation, we use a synthetic phonics approach to teach early reading skills providing a systematic programme of reading which involves a combination of shared, guided and individual reading. We aim to develop an interactive community of readers, fully involving parents and carers with supporting their child's reading development. We believe that it is important for children to hear stories read aloud to them, to engage in making preferences about books and to build vocabulary of the written word.



Reading for Pleasure

<p>Intent</p>	<p>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.</p> <p>To recognise authors and styles of reading that individuals enjoy.</p> <p>Engaging in book discussion in a range of contexts, alongside both adults and peers sharing and recommending a range of books</p>			
<p>Implementation</p>	<p>All reading contexts below contribute to developing reading for pleasure:</p> <ul style="list-style-type: none"> • Take responsibility for developing children's RfP alongside and as complementary to reading instruction • Effectively use our wider knowledge of children's literature to enrich children's experience and pleasure in the wider curriculum • Make time and space for children to explore texts in greater depth, share favourites and talk about their reading • Build reciprocal and interactive communities of readers through open mornings, reading buddies and online reviews. 			
<p>Curriculum Provision</p>	<p>FS</p>	<p>Yr1/2</p>	<p>Yr3/4</p>	<p>Yr5/6</p>
	<p>Books available in all classes for each child to take home on a weekly basis.</p>	<p>Books available in all classes for each child to take home on a weekly basis.</p>	<p>Books available in all classes for each child to take home on a weekly basis.</p>	<p>Books available in all classes for each child to take home on a weekly basis.</p>
	<p>Cosy, well stocked and displayed, welcoming book corners</p>	<p>Cosy, well stocked and displayed, welcoming book corners</p>	<p>Cosy, well stocked and displayed, welcoming book corners.</p>	<p>Cosy, well stocked and displayed, welcoming book corners.</p>
	<p>Book talk opportunities throughout the day</p>	<p>Library visits for story time and to choose books</p>	<p>Opportunities to recommend RfP books in the class book corners and complete reviews on the community reading wall or for book corner displays.</p>	<p>Opportunities to recommend RfP books in the class book corners and complete reviews on the community reading wall or for book corner displays.</p>
	<p>Visit to the school library for story time</p>	<p>Children encouraged to share books from home</p>		
	<p>Children encouraged to share books from home</p>		<p>Access to the library to choose books</p>	<p>Yr6 librarians who run the library at lunchtimes</p>

Reading aloud to children

	ES	Yr1/2	Yr3/4	Yr5/6
Intent	<p>Building a bank of story, non-fiction and rhyme knowledge</p> <p>Exposing children to texts beyond what they can read themselves</p> <p>Developing an enjoyment for reading</p> <p>Exposing children to a variety of cultural and socially diverse texts</p>	<p>Widening knowledge of texts and authors, including non-fiction and poetry</p> <p>Sustaining stamina in listening and reading texts</p> <p>Making connections within a book</p> <p>Exposing children to a variety of cultural and socially diverse texts</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p> <p>Exploring a variety of text and narrative structures including historic texts and specific genres</p> <p>Exposing children to a variety of cultural and socially diverse texts</p>	<p>Exposing children to challenging and archaic texts, e.g. language, themes, context</p> <p>Classic poems</p> <p>Exploration of themes across different narratives</p> <p>Exposing children to a variety of cultural and socially diverse texts</p>
Implementation	<p>Our bespoke reading spine (see reading spine document)</p> <p>Daily exposure to quality books read by adults for a minimum of ten minutes</p>			
Core texts	<p>Please see reading spine for core texts and rationale</p> <p>We have carefully selected books for our read aloud spine to not only ensure curriculum coverage of genre but also to follow key themes which we feel are important to expose our community to. These include cultural, neuro, physical and gender diversity, challenging stereotypes, developing empathy, celebrating difference and promoting acceptance.</p> <p>Our spine will develop year on year depending on our cohorts and teachers' reflections.</p>			

Independent reading and home/school reading

Intent	FS/1	Yr2	Yr3/4	Yr5/6
	<p>Independently reading phonically decodable books matched to their phonic knowledge and skills</p>	<p>Reading age-appropriate books</p> <p>Increasing stamina</p>	<p>Choosing appropriate texts</p> <p>Reading for sustained periods of time</p> <p>Increasing the length and complexity of texts being read</p> <p>Read short novels independently with understanding (by end of Y4)</p>	<p>Reading age appropriate books, including whole novels</p> <p>Widening the range and challenge of books they read, including texts from a wider literary heritage</p> <p>Read and discuss texts giving reasoned justifications for their views</p>
<p>Implementation</p>	<p>Decodable RWI books selected based teacher assessment</p> <p>Books selected by adult in class</p> <p>Books changed once a week</p> <p>Opportunity to take home a book to share for pleasure in addition to decodable text</p> <p>FS - reading record detailing learnt RWI sounds sent home. To be written in daily by parents/carers checked weekly by teacher/TA</p> <p>Yr1 - reading record to be written in daily by parents/carers checked weekly by teacher/TA</p>	<p>Decodable RWI books to be sent home weekly with an expectation of fluency by the end of the week.</p> <p>Those who have completed RWI grey level are deemed to be ready move to AR</p> <p>RfP to be taken home and changed weekly</p> <p>Daily opportunity for independent reading in school</p> <p>Reading record sent home to be written in daily by parents/carers checked weekly by teacher/TA</p> <p>At home expectation of 10 mins of reading to an adult</p>	<p>At home reading book selected from AR based on AR range (or decodable RWI books selected based teacher assessment)</p> <p>Opportunity to change AR book when completed.</p> <p>Teachers monitor AR reading through AR reports on a half termly basis and support children's book choice if needed.</p> <p>Reading record sent home to be written in daily by parents/carers checked weekly by teacher</p> <p>At home expectation of 15 mins of reading each day - one session each week to be read aloud to an adult</p>	<p>At home reading book selected from AR based on AR range.</p> <p>Opportunity to change AR book when completed.</p> <p>Teachers monitor AR reading through AR reports on a half termly basis.</p> <p>Reading record sent home to be written in daily by parents/carers checked weekly by teacher</p> <p>At home expectation of 15 mins of reading each day - one session each week to be read aloud to an adult at least 5 mins aloud to an adult</p> <p>Reading stickers for 80% AR book quiz pass.</p>


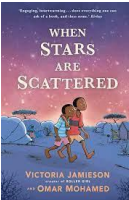
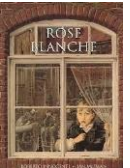
	<p>At home expectation of 10 mins of reading to an adult each day Shared practice with parents through modelling videos</p>	<p>each day</p>	<p>Reading stickers for 80% AR book quiz pass.</p> <p>Millionaire reading certificates as incentive.</p>	<p>Millionaire reading certificates as incentive.</p>
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Guided Reading/Direct Instruction

Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum) FS and Year 1 to follow Read Write Inc programme.			
Implementation	FS/1	Yr2	Yr3/4	Yr5/6
	<p>Daily 40 min phonics lesson following the Read Write Inc SSP programme.</p> <p>Additional daily reads for children at risk of falling behind.</p>	<p>Daily 40 min phonics lesson following the Read Write Inc SSP programme.</p> <p>Children who have completed grey level RWI will move onto the RWI comprehension programme.</p>	<p>Continued RWI 'Fresh Start' phonic interventions provided by HLTA as needed</p> <p>Whole class guided reading instruction using Re-Think Reading specified text.</p> <p>To include a wide variety of texts including challenging picture books, author studies and poetry.</p> <p>Increasing expectations of written recording of understanding</p>	<p>Whole class guided reading with specified text (one book per child) alternated half termly with guided reading</p> <p>Whole class guided reading instruction using Re-Think Reading specified text.</p> <p>To include a wide variety of texts including challenging picture books, author studies, poetry and plays</p> <p>Increasing expectations of written recording of understanding</p> <p>Increased metacognition: children taught to 'do it, name it and recognize the application of knowledge and skills'</p>
Core texts	Engaging texts and passages from a range of genres.			

Reading Instruction - ReThink Reading

	Autumn	Spring	Summer
Year 3/4 Cycle A	<p>Welcome to the Rock Pool - NF</p>  <p>So You Want To Be An Owl - NF</p> 	<p>Once Upon a Wild Wood - F</p>  <p>Tropical Rainforests - NF</p> 	<p>Weeds by Norman Nicholson - P</p> <p>The cat, the dog, the Little Red, exploding eggs... - F</p> 
Year 3/4 Cycle B	<p>The Day you Begin - F</p>  <p>The Pea and the Princess - F</p> 	<p>The Penguin in Lost Property - P</p>  <p>Eye Popping Plant Parts - NF</p> 	<p>The Butterfly Lion - F</p> 
Year 5/6 Cycle A	<p>The Promise by Nicola Davies and Laura Carlin - F</p>  <p>DKfindout! Pirates by E. T. Fox - NF</p> 	<p>The Stranger by Chris Van Allsburg - F</p>  <p>A Drive of Bullocks - NF</p> 	<p>Y5-6 Fiction: Mr. William Shakespeare's Plays presented by Marcia Williams - F</p>  <p>House of Air - P</p>

Year 5/6 Cycle B	The Viewer - F  The Apple-Raid by Vernon Scannell - P	When Stars are Scattered - F  	Rose Blanche - F  Mushrooms - P
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Shared reading as part of teaching sequence - writing

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	The first few days (between 2 and 4) of each teaching sequence involves 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						
EYFS	Yr1/2 Cycle A	Yr1/2 Cycle B	Yr3/4 Cycle A	Yr3/4 Cycle B	Yr5/6 Cycle A	Yr5/6 Cycle B
	Dear Mother Goose by Michel Rosen <i>Usborne Look Inside Space</i> by Rob Lloyd Jones <i>Don't Spill the Milk</i> by Stephen Davies and Christopher Corr <i>Playing With Friends</i> by Rebecca Rissman <i>No-Bot, the Robot with no Bottom</i> by Sue Hendra <i>Weather</i> by Steffi Cavell-Clarke <i>Tell Me A Dragon</i> by Jackie Morris Little Red Riding Hood by Nosy Crow How to Wash a Woolly Mammoth by Michelle	Boa's Bad Birthday by Jeanne Willis and Tony Ross <i>Hidden World: Ocean</i> by Libby Walden, illustrated by Stephanie Fizer Coleman <i>The Three Little Pigs</i> by Mara Alperin and Ag Jatkowska <i>How To Catch Santa</i> by Jean Reagan, ill. by MR Lee Wildish <i>This Is How We Do It</i> by Matt Lamothe <i>Traction Man is Here</i> by Mini Grey Bonkers About Beetroot by Cath Jones	<i>The Day the Crayons Quit Interview With A Tiger And Other Clawed Beasts</i> by Andy Seed Paddington Goes to Town by Michael Bond How Santa Really Works Oliver & the Seawigs by Phillip Pullman Gregory Cool by Caroline Binch <i>Wheels ..</i> by Tracey Turner and Fattu Burke <i>I Don't Believe It Archie</i> <i>The Big Book of Blooms</i> Illustrated Grimm's Fairy tales	<i>Lord of the Forest An Anthology of Intriguing Animals Dare to Ca rei Pet Dragon</i> Mog's Christmas Calamity Advert <i>Myth Atlas</i> by Thiago Moraes <i>What A Waste</i> <i>The Paperbag Prince</i> by Colin Thompson <i>Fantastically Great Women Who Changed The World</i> by Arthur and the Golden Rope Am Not A Label River	<i>The Tear Thief</i> by Carol Ann Duffy Our Planet <i>'The Nameless Holiday' (Tales From Outer Suburbia)</i> by Shaun Tan <i>Inside the Villains Earth Verse</i> by Sally M Walker <i>Dragonology</i> by Dugald Steer, Wayne Anderson, Douglas Carrel, Helen Ward <i>Chitty Chitty Bang Bang and the Race Against Time</i> by Frank Cottrell Boyce <i>Flood</i> by Alvaro F Villa <i>Kensuke's Kingdom</i> by Michael Morpurgo <i>Where My Wellies</i>	<i>The Ice Bear</i> by Jackie Morris Stonehenge by Mick Manning and Brita Grandstrom <i>Varjak Paw</i> by SF Said <i>Wallace & Gromit: The Complete Cracking Contraptions Manual</i> by Graham Bleathman, Lee Parsons, Derek Smith <i>Extreme Animals Hansel and Gretel</i> by Neil Gaiman <i>Women In Science</i> A Word In your Ear The Lost Words

	Orion in the Dark by Emma Yarlett <i>First Book of the Sea</i> by Nicola Davies	and Chris Jevons <i>Penguins</i> by Emily Bone <i>The Dragon Machine</i> by Helen Ward ill. by Wayne Anderson <i>Amelia Earhart</i> by by Izabel Sanchez Vegara <i>Zim Zam Zoom</i> by James Carter I Love Bugs by Emma Dodd	<i>Beachcomber</i>		<i>Take Me Parts 1 and 2</i> by Michael & Claire Morpurgo <i>Archipelago - An Atlas of Imagined Islands</i> ed. by Huw Lewis-Jones <i>The Sea</i> by James	
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<i>Core texts to support reading to learn across the curriculum</i>				
	FS	Yr1/2	Yr3/4	Yr5/6
<i>Intent</i>	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 and read a wide variety of texts to find out information and develop 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.
<i>Implementation</i>	The role of reading, plays a fundamental role in the foundation curriculum. Links are made through topics to texts used for both reading aloud texts and writing sequences. Books linked to the wider curriculum are displayed in the classrooms for children to easily access.			
<i>Core texts</i>	Please see: reading spine, reading instruction texts, writing overviews linked to Texts That Teach and curriculum progression maps			

Assessment

	FS	Y1	Y2	Y3/4	Y5/6
<p>Assessment Evidence in order to assess impact</p>	<p>EYFSP</p> <p>Observations of reading behaviours and talking to pupils</p> <p>Read Write Inc Phonic diagnostic assessments</p> <p>Home reading records</p>	<p>Phonic Screening Check</p> <p>Read Write Inc Phonic diagnostic assessments</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Home reading records</p>	<p>Read Write Inc Phonic diagnostic assessments</p> <p>PIRA</p> <p>Guided reading records</p> <p>Home reading records</p> <p>SATs</p>	<p>AR assessments</p> <p>PIRA</p> <p>GR teacher assessment</p> <p>Home reading records</p> <p>Verbal and written responses to reading activities</p>	<p>AR assessments</p> <p>PIRA</p> <p>GR teacher assessment</p> <p>Home reading records</p> <p>Verbal and written responses to reading activities</p> <p>Verbal and written book reviews & recommendations by children</p> <p>SATs</p>
<p>Assessment Expectations</p>	<p>Assessment information will be triangulated to determine a judgement for each child.</p> <p>Tracking grids - reading assessment grids from Devon Education Services - will support teacher assessment</p> <p>Half termly RWI assessments carried out by Early Reading Lead.</p> <p>Summative and formal assessments will be in place - data drops at the end of each term</p> <p>Pupil Progress meetings will be carried out Termly</p> <p>Internal moderation - termly</p> <p>External moderation - annually</p>				