

Manor Junior School

Curriculum Statement – Reading

Quote: “Reading is the gateway skill that makes all other learning possible” Barak Obama.

The national curriculum aims to ensure that all pupils:

- Develop the habit of reading widely across both fiction and non-fiction often, for both pleasure and information and appreciate our rich and varied literary heritage.
- Become skilled at word reading which involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- Develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Develop good comprehension skills by drawing on linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world and a broad knowledge of a variety of texts.
- The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading).

Our Planning Approach

5 reading lessons per week, to include the following:

Book talk

Read text together using a variety of strategies and use dialogic talk in response to group reading and key questions. Rich talk-based tasks to start to explore the text.

Vocabulary

Explore and discuss the meaning of challenging words and key phrases.

Fluency (Readers’ Theatre)

Guided oral read, rehearse and perform.

Comprehension

Responding to question about the text to show understanding. Focus on looking, clue and thinking questions.

Reading for Pleasure

A range of reading activities e.g., library visit, book talk, book club, peer recommendations, self-selecting books etc.

Intent – Aims

At Manor Junior School, we want every child to develop a love of reading within a word-rich environment. Children will experience a wide range of high-quality text throughout KS2, both in reading lessons and in the wider curriculum that will prove background knowledge and develop their vocabulary. Our aim is for every child to be able to read age-appropriate texts fluently, using expression, volume, phrasing, smoothness and pace to convey their understanding and interpretation of texts. Children will develop good comprehension skills through rich, talk-based tasks. Swift, targeted intervention is put in place to enable those who are behind to catch up quickly. We aim for every child leaving Manor Junior School at the end of Year 6 to be a keen and confident reader who is ready to access the KS3 curriculum and the world around them.

Implementation- How do we achieve our aims?

Classes have 5 reading lessons per week. Each week, a high-quality text will be chosen which complements learning in English or other areas of the curriculum. Rich, talk-based tasks are used to start to discover the text and vocabulary from the text is explored. A range of techniques are used to develop children’s fluency when reading the text aloud, including opportunities to rehearse with repeated re-reads and text-marking. Children practice performing texts to their peers and giving and receiving feedback based on the multi-dimensional fluency scale. Looking, Clue and Thinking Questions are discussed to develop children’s comprehension of texts, with some written responses (particularly in Years 5 and 6).

Reading for pleasure is a vital part of our reading curriculum at Manor Junior, so each week one lesson is dedicated to developing children’s love for reading. This might involve self-selecting books, learning how to browse and select texts, peer recommendations, library visits or on-going reading of a whole-class text. Class teachers

	<p>ensure that children regularly choose books to read for pleasure from the classroom or school library.</p> <p>The Essential Letters and Sounds (ELS) synthetic phonics programme is used to embed the skills that children have learnt in EYFS and KS1. Children are assessed on joining Manor Junior School and relevant intervention is put in place where necessary using the scheme. Throughout their time with us in KS2, children continue to read books from the ELS scheme that are well-matched to their reading ability.</p>
<p><u>Impact - How will we know we have achieved our aims?</u></p> <p>Reading comprehension is assessed regularly through questioning, discussion and written outcomes in lessons. We use the multi-dimensional fluency scale to give specific feedback to children on how to improve the expression, volume, phrasing, smoothness and pace of their reading. Children also learn to use this to assess their own reading fluency and that of their peers. Where children are still at an early reading stage, the Essential Letters and Sounds (ELS) synthetic phonics programme is used to assess progress and identify gaps in children's knowledge.</p> <p>Teachers use the HAM assessment model at the end of each term and phase to complete data tracking sheets. This information is reviewed by senior leaders, English team leaders, year leaders and teaching teams to ensure that all children are achieving well. Teacher assessment is supported by NFER tests at the end of each academic year. In addition, all teachers report to parents each term and produce a written report at the end of the year. Discussions in termly pupil progress meetings consider what additional support and/or interventions are needed to ensure that all children continue to make progress and some make accelerated progress. We regularly monitor reading provision across the school through learning walks, planning monitoring, book scrutiny and pupil conferencing.</p>	<p><u>Curriculum Links with other subjects and enrichment opportunities</u></p> <ul style="list-style-type: none"> • Reading fluency and vocabulary will be an important part of many lessons across the curriculum • World Book Day • Y4 Guy Bass author visit • Y3 Fairy Tale Dress Up Day

Year 3 Long Term Reading Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	The True Story of the 3 Little Pigs! OR The Three Little Wolves and the Big Bad Pig	Wolves non fiction	A wolf in the park by Richard Edwards (poem - folder)	BFG giants description	Jack and the Beanstalk OR Jack and the Baked Beanstalk version	Hansel and Gretel By Anthony Browne
Autumn 2	An Aesop Fable - Lion and Mouse by Michael Rosen	An Aesop Fable - Hare and Tortoise by Michael Morpurgo	Arthur and the golden rope by Joe Todd-Stanton OR The Tin Forest – Hanna Ward (modern fable)	Light non fiction (option in folder or use something from a library book?)	The king who banned the dark by Emily Haworth-Booth OR Misadventures of Frederick (similar style to KWBDT)	<i>Christmas performance</i>
Spring 1	Stone Age Boy – choose an extract	Alice in Wonderland (portal story) – choose an extract from start of story	Information Text about Woolly Mammoth (folder)	How to wash your dog instructions (in folder) to support writing	Pebble in my pocket – choose an extract	A rock is lively by Dianna Hutts
Spring 2	Emotional Menagerie – choose one poem	Emotional Menagerie – choose one poem	Barnabus Project	Guide - looking after a pet to support writing – How to care for a hamster (in folder) <i>This is long so look at layout and then choose small extracts for fluency and comprehension.</i>	The Proudest Blue by Ibtihaj Muhammad and S.K. Ali. <i>We need to source a copy – to link to identity (Russian Doll poem)</i>	The Invisible by Tom Percival <i>We need to source a copy – to link to identity (Russian Doll poem)</i>
Summer 1	The Last Garden by Rachel Ip	Secret Garden extract – looking in to the garden for the first time	The flight of the honey bee	Diary of a killer cat Page 1 – 3 Diary of a killer cat WAGOLL for diary	Perfectly peculiar plants 1 double page spread	Perfectly peculiar plants 1 double page spread
Summer 2	Marcy and the riddle of the sphinx	National geographic text on mummification (folder) OR info text similar to Nat Geo linked to pyramids to support writing	The Woman of Water (poem) By Adrian Mitchell	Secrets of a sun king Secrets of a sun king	Secrets of a sun king Secrets of a sun king	Secrets of a sun king Secrets of a sun king

Year 4 Long Term Reading Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	<i>Greenling</i> first half	<i>Greenling</i> second half	<i>What is an amphibian?</i> Fact sheet	Common frog fact sheet	<i>Milton the Mighty</i> by Emma Read Extract part 1	<i>Milton the Mighty</i> by Emma Read Extract part 2
Autumn 2	<i>Theseus and the Minotaur</i> (book)	<i>The boy who fell out of the sky</i> (Icarus myth – see folder)	<i>The Strongest Man</i> (Heracles myth – see folder)	<i>Stitch Head</i> - choose an extract	<i>Stitch Head</i> - choose an extract	Year 4 production
Spring 1	<i>Greta and the Giants</i> picture book part 1 (in folder)	<i>Greta and the Giants</i> picture book part 2 (in folder)	<i>Somebody swallowed Stanley</i> picture book part 1 (in folder)	<i>Somebody swallowed Stanley</i> picture book part 2 (in folder)	Formal protest letter example (extra WAGOLL for writing)	Climate change fact sheet (see folder)
Spring 2	<i>Harry Potter and the Philosopher's Stone</i> – choose an extract	<i>Harry Potter and the Philosopher's Stone</i> – choose an extract	<i>Fantastic Beasts and Where to Find Them</i> – choose an extract	<i>Fantastic Beasts and Where to Find Them</i> – choose an extract	<i>It's Behind You</i> poem by David Harmer (in folder)	<i>What is it?</i> Poem by David Harmer (in folder)
Summer 1	The Firework Maker's Daughter Chapter 1 (choose a small extract within chapter for fluency)	The Firework Maker's Daughter Chapter 2 (choose a small extract within chapter for fluency)	The Firework Maker's Daughter Chapter 3 (choose a small extract within chapter for fluency)	The Firework Maker's Daughter Chapters 4 and 5 (choose a small extract within chapter for fluency)	The Firework Maker's Daughter Chapter 6 (choose a small extract within chapter for fluency)	The Firework Maker's Daughter Chapter 7 (choose a small extract within chapter for fluency)
Summer 2	Boudica Collins Big Cat Relevant extracts to be used for information about Boudicca.	The People Awards (select a page the children will be interested in)	The People Awards (select a page the children will be interested in)	Churchill speech - The Darkest Hour	Elizabeth 1 st speech at Tilbury	Whirligig Beetles (performance poem) By Paul Fleischman

Year 5 Long Term Reading Overview

Year 5 reading curriculum						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	How to cheat a dragon's curse Book 5 Cressida Cowell Chapter 16 (description of the Doomfang – also a WAGOLL for writing)	<i>Eragon</i> extract part 1 OR another extract from this book with description of dragon OR Newcastle forest dragon report	<i>Eragon</i> extract part 2 OR another extract from this book with description of dragon	<i>Monster Slayer</i> description of Grendel	<i>Beowulf</i> by Michael Morpurgo – description of Grendel p. 44-48 (HJ has a copy) Read the rest of first story as class reader?	<i>Beowulf</i> by Michael Morpurgo – fight with Grendel p. 49-54 (HJ has a copy)
Autumn 2	Mars, the Red Planet (non-chron report – see folder – 2 stars) Class reader: <i>Kensuke's Kingdom</i>	<i>Spectacular Saturn</i> non-chron report Class reader: <i>Kensuke's Kingdom</i>	<i>Hidden Figures</i> – choose one figure Class reader: <i>Kensuke's Kingdom</i>	<i>Hidden Figures</i> – choose one figure Class reader: <i>Kensuke's Kingdom</i>	<i>Kensuke's Kingdom</i> – choose a short extract	<i>Kensuke's Kingdom</i> – choose a short extract
Spring 1	<i>We Refugees</i> poem by Benjamin Zephaniah Class reader: <i>The Boy at the Back of the Class</i>	<i>Refugees</i> poem by Brain Bilston (read forwards then backwards) Class reader: <i>The Boy at the Back of the Class</i>	Animal migration information Class reader: <i>The Boy at the Back of the Class</i>	<i>Visit Nevada</i> persuasive leaflet Class reader: <i>The Boy at the Back of the Class</i>	<i>The Boy at the Back of the Class</i> – choose a short extract	<i>The Boy at the Back of the Class</i> – choose a short extract
Spring 2	World volcanoes information text	Earthquakes information text	<i>The Ice Bear</i> – type up an extract	<i>The Ice Bear</i> – type up an extract	<i>The City Jungle</i> poem by Pie Corbett (example of personification)	<i>YEAR 5 production</i>
Summer 1	The Highwayman Part 1 By Alfred Noyes	The Highwayman Part 2 By Alfred Noyes	The Princess' Blankets By Carol Ann Duffy	The Princess' Blankets By Carol Ann Duffy	Cinnamon Neil Gaiman	Cinnamon Neil Gaiman
Summer 2	The Iron Man Chapter 1 (WAGOLL for suspense and atmosphere writing unit)	King Kong By Anthony Browne	King Kong By Anthony Browne	King Kong By Anthony Browne	King Kong By Anthony Browne	<i>If</i> poem by Rudyard Kipling

Year 6 Long Term Reading Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Winston Churchill rallying speech (NB change for next year as they will have done it in Y4)	The Magic Box by Kit Wright (poem in folder)	Coraline by Neil Gaiman – Chap 1, first 3 pages (WAGOLL for suspense writing)	Coraline by Neil Gaiman – rest of Chap 1 (WAGOLL for suspense writing)	Persuasive text about a place to visit – look at 'Visit York' on Grammarsaurus (WAGOLL for writing)	Stay safe online tips information page
Autumn 2	The Lost Words by Robert Macfarlane – choose a page	The Lost Words by Robert Macfarlane – choose a page	<i>Clockwork</i> by Philip Pullman – choose an extract to link with writing – Karl in tavern worrying about reading story?	<i>Clockwork</i> by Philip Pullman – choose an extract to link with writing – Dr K description at start of Karl's story?	Darwin's Dragons by Lindsay Galvin (Chapter 1 in folder or in school library – choose an extract)	Darwin's Dragons by Lindsay Galvin (Chapter 1 in folder or in school library – choose an extract)
Spring 1	Journey to the River Sea by Eva Ibbotson (description of rainforest – see extracts in folder or choose own from book – in school library)	The Explorer by Katherine Rundell – choose an extract	The Explorer by Katherine Rundell – choose an extract	The Explorer by Katherine Rundell – choose an extract	Blue Poison Dart Frog info text (in folder)	Rainforest by Ava Chen (poem in folder)
Spring 2	SATs practice High quality class reader to be read and discussed alongside: <i>e.g. Skellig</i>	SATs practice High quality class reader to be read and discussed alongside: <i>e.g. Skellig</i>	SATs practice High quality class reader to be read and discussed alongside: <i>e.g. Skellig</i>	SATs practice High quality class reader to be read and discussed alongside: <i>e.g. Skellig</i>	SATs practice High quality class reader to be read and discussed alongside: <i>e.g. Skellig</i>	SATs practice High quality class reader to be read and discussed alongside: <i>e.g. Skellig</i>
Summer 1	Holes – start reading alongside SATs practice	Holes – start reading alongside SATs practice	SATS WEEK	Holes – choose an extract	Holes – choose an extract	Holes – choose an extract
Summer 2 Conflict and refuge	The Island – in folder	Oranges in no man's land Chapter 1 – extract in folder	Oranges in no man's land Chapter 2 – extract in folder	Arrival by Shaun Tan	Dulce et Decorum Est By <u>Wilfred Owen</u> (Poem)	Topical newspaper article linked to current conflict