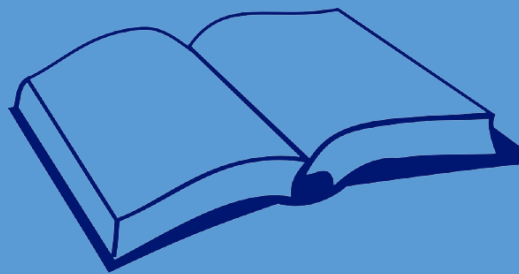


# Our Reading Curriculum



# Menston Primary School



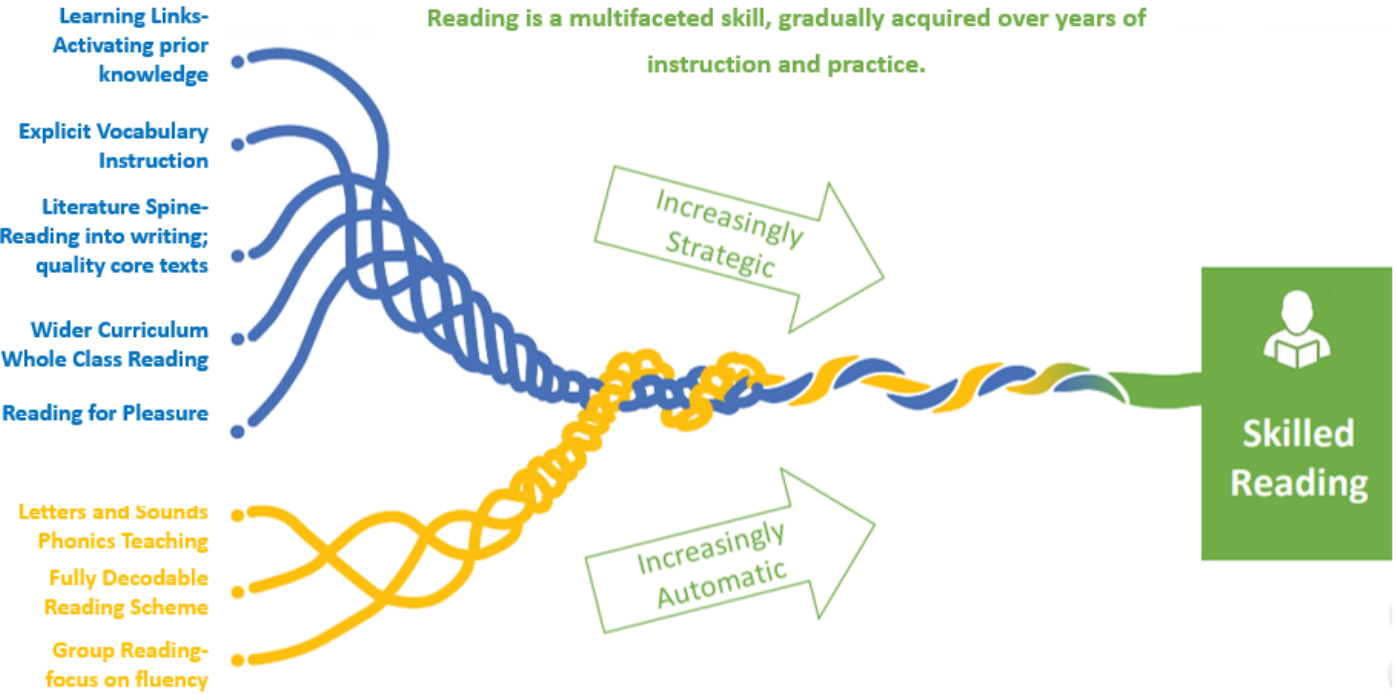
We are a reading school! We are passionate about growing all our children into fluent, confident readers.

Our curriculum is built on a foundation of rich, diverse and wonderful books. No other skill is more important than reading; it is the gateway to all other knowledge.

At Menston Primary, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide children with a range of reading opportunities and strategies in order to do this:



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.



"We are what we repeatedly do. Excellence , then, is not an act but a habit." Aristotle



*The journey of a  
lifetime starts with  
the turning of a page.*



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

At Menston Primary we carefully nurture each aspect of a child's reading journey. Our Reading Rope shows how these skills are interwoven into our teaching and learning.

- ✓ High quality, daily phonics lessons for all children until they have mastered the alphabetic code
- ✓ Matched decodable books for every child in Reception, Year 1 and Y2
- ✓ Guided reading sessions twice a week in KS1 and KS2
- ✓ Bespoke keep up and catch-up sessions: we believe every child can succeed at reading
- ✓ Focus on fluency: automaticity and prosody
- ✓ Vocabulary instruction
- ✓ A text rich curriculum, including core texts that tempt and well resourced literature spines
- ✓ Class book: reading out loud to children every day
- ✓ Teacher knowledge of books and promoting a love reading
- ✓ Expert choices of age appropriate books in carefully curated collections
- ✓ Teaching background knowledge and making learning links
- ✓ Inviting reading spaces across school: library, outdoors, in classrooms



*Reading should not be presented to children as a chore or a duty. It should be offered as a precious gift.*



# Phonics



At Menston Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Essential Letters and Sounds*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the *Essential Letters and Sounds* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

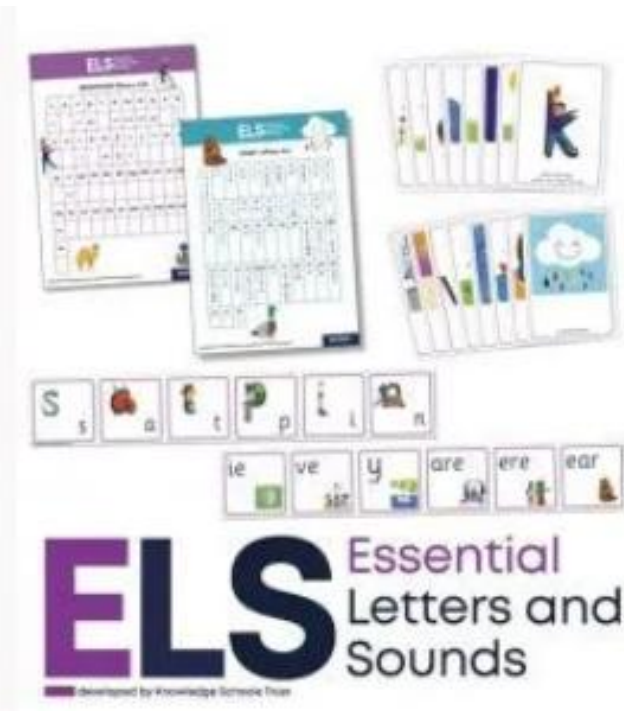


*Phonics is the ladder that every reader climbs, only to kick it away once it has been surmounted.*

# Fidelity to the scheme

Consistency is key to our successful, carefully sequenced approach. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

We use the four part lesson format: review, teach, practise and apply. Whole-class teaching takes place on a daily basis. A new sound is taught daily using flashcards and some interactive resources. Every lesson also incorporates the reading and writing of tricky words.



# A carefully designed reading scheme



For a child to enjoy reading, they need to be able to access texts at their level. All individual and group reading practice books in Reception and KS1 match the pupils' phonic knowledge, ensuring all words can be decoded.

Children are introduced to a wide range of fiction and non-fiction texts through books and online ELS e-books. All books are arranged in a sequential order, mirroring the progression of sounds which are taught in phonics and early reading sessions.

As well as lots of practise at school, children are expected to read at home three times a week.



*Teaching them to read is the greatest gift we can give our children.*

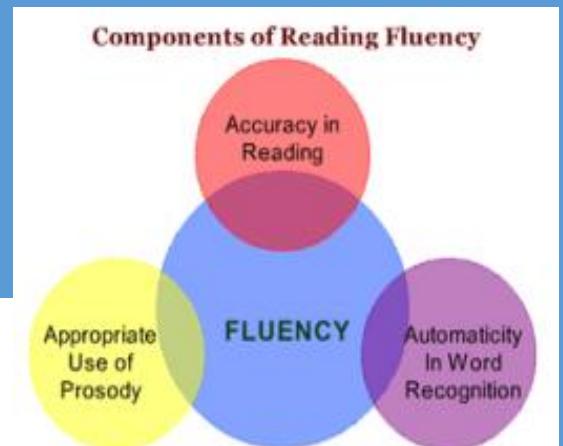
# Becoming a Fluent Reader

## Three components- accuracy, automaticity and prosody

We place a great emphasis on children building their reading fluency so that they are able to access and understand the texts from our literature spine.

In Reception and Key Stage One, children take part in guided reading sessions twice a week. The aim is for pupils to practise the phonic knowledge that they have been taught in context (in a book). They read books that closely match their secure phonic knowledge.

A sequence of reading practice sessions will always follow a **structured model**. The same text will be re-read in order to build fluency.



### Prepare for reading



- Read the graphemes covered in the book
- Read the phonetically regular words.
- Read the common exception words.
- Make connections to the book.
- Use flashcards or information from inside the book's front cover to support.



### Read 1: Decode

Focus only on the words and being able to read them, building to automaticity.



### Read 2: Prosody

Reading with "the music" of the text in mind. Adult models intonation, expression, changes in pace and phrasing when reading. Pupils practise "reading like a storyteller."



### Read 3: Comprehension

Pupils read again, with fluency and prosody. Adult asks questions to test comprehension of the text.

# Additional Support

In KS2 pupils have access to high interest, lower level books that have content appropriate to their age. These books help to build reading skills and self-esteem.

## Readerful Rise

Independent reading books for struggling older readers

Books for Struggling Readers - Readerful Rise

Oxford  
Reading  
Levels  
3-6



Books for Struggling Readers - Readerful Rise

Oxford  
Reading  
Levels  
7-11



ELS Progress provides catch-up support using the consistency and rigour of the ELS teaching programme, alongside reading books which are aligned to ELS and pitched at the right level for children who are finding reading slightly harder.



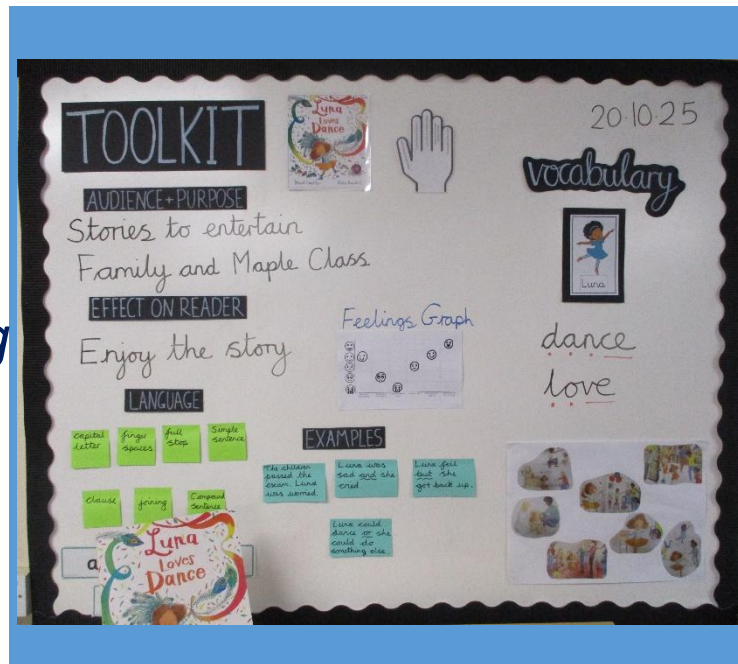
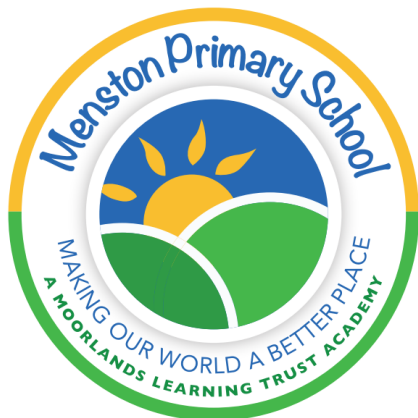
# Readers as Writers

Through choosing quality texts, we help children understand that reading allows them to discover new knowledge and fuels their imagination for ideas to use in their own work.

Our long term overview ensures that every child is exposed to good quality literature as they move through school. These books have been chosen as core texts that will inspire and engage our children and help drive our English Curriculum. Although most of these books remain the same from year to year, we take into consideration the children's interests or current affairs and sometimes the main driving text changes as a result. The teaching of reading is also embedded in the wider curriculum, giving children opportunity to transfer and apply their reading skills in other subjects.



*Reading is like  
breathing in.  
Writing is like breathing  
out.*


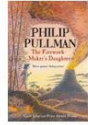










# Literature Spine examples...






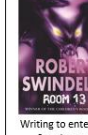



## KS1 – Year 1

	Autumn				Spring				Summer			
Core Text	<p><b>BeeGU</b> by Alexis Deacon</p>  <p>Writing to entertain: simple narrative/prediction</p>	<p>Toys and Games by Sally Hewitt</p>  <p>Recount - A visit to the toy museum.</p>	<p><b>Fabulous Frankie</b> by Simon James Green</p>  <p>Writing to entertain: creating characters</p>	<p>Martha Maps it Out by Leigh Hodgkinson</p>  <p>Writing to inform - recount</p>	<p>The Big Book of Beasts by Barbara Taylor and Yuval Zommer</p>  <p>Writing to inform: animal fact-file</p>	<p>Goldilocks and the Three Pandas by Natasha Yim</p>  <p>Writing to entertain: innovative story</p>	<p>Amelia Earhart: Little People Big Dreams by Isabel Sanchez Vegara</p>  <p>Writing to inform: Biographical sentence</p>	<p>The Suitcase by Chris Naylor-Ballesteros</p>  <p>Writing to entertain: innovative story</p>	<p>Piper (digital literacy)</p>  <p>Narrative</p>	<p>Am I Yours? by Alex Latimer</p>  <p>Writing to inform: fact file (dinosaurs)</p>	<p>Over My Toes by Michael Rosen</p>  <p>ENTERTAIN: Poetry</p>	<p>Last Stop on Market Street by Matt de la Peña</p>  <p>Writing to inform: recount</p>
Purpose	ENTERTAIN: Narrative	INFORM: recount	ENTERTAIN: Narrative	INFORM: recount	INFORM: Fact-file	Narrative	INFORM: biographical sentence	Narrative	Narrative	INFORM: Fact-file	ENTERTAIN: Poetry	INFORM: recount

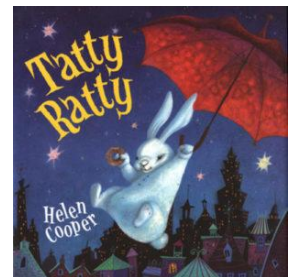
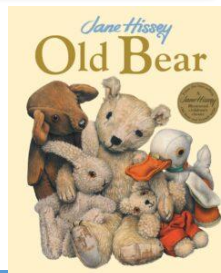
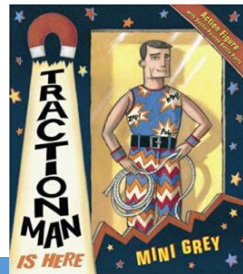
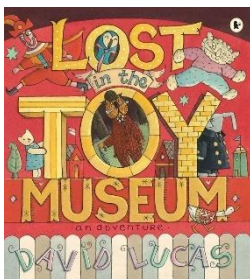
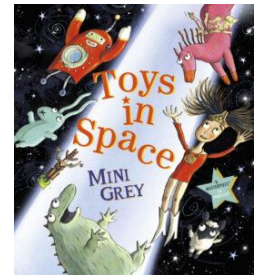
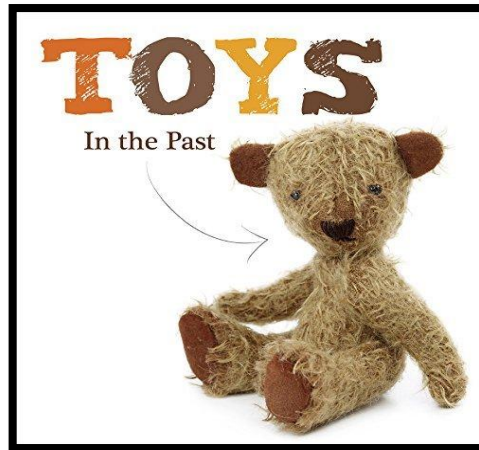
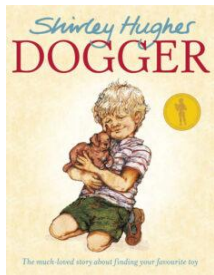
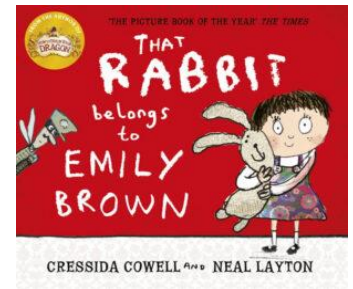
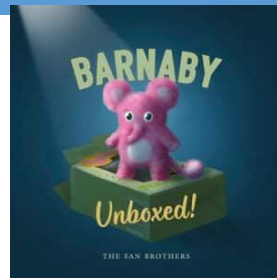
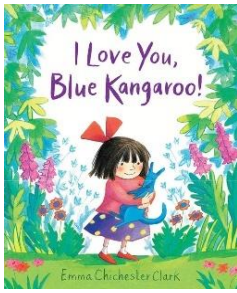
## LKS2 – Year 4

	Autumn			Spring			Summer			
Core Text	<p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart</p>  <p>Writing to inform/persuade: travel guide to Mount Everest</p>	<p>The Firework Maker's Daughter by Philip Pullman</p>  <p>Writing to entertain: adventure story chapter</p>	<p>Beowulf: Monster Slayer by Paul Stoker, and excerpts from Beowulf by Michael Morpurgo</p>  <p>Writing to entertain: adventure</p>	<p>A Journey Through the Digestive System by Emily Sohn</p>  <p>Writing to inform: Explanation of the digestive system</p>	<p>The Promise by Nicola Davies</p>  <p>Writing to entertain: Setting descriptions</p>	<p>Norse Myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland</p>  <p>Writing to entertain: Myth</p>	<p>Iron Man by Ted Hughes</p>  <p>Writing to entertain: Setting description</p>	<p>The River (poetry) by Valerie Bloom</p>  <p>Poetry: Rhyming free verse</p>	<p>Everything Ancient Egypt by DK</p>  <p>Writing to inform: Non-chronological report</p>	<p>The Story of Tutankhamun by Patricia Cleveland-Peck</p>  <p>Writing to inform: Newspaper</p>
Purpose	Travel guide	Narrative – adventure story	Narrative – adventure story	Explanation text	Narrative – setting description	Narrative – myth	Narrative – setting description	Poem	Non-chronological report	Newspaper

## UKS2 - Year 5

	Autumn				Spring			Summer			
Core Text	<p>Goodnight Mr Tom by Michelle Magorian</p>  <p>Writing to entertain: Character description</p> <p>Writing to inform: Recount (letter from an evacuee)</p>	<p>The Lion and The Unicorn by Shirley Hughes</p>  <p>Writing to entertain: Dialogue (historical fiction)</p>	<p>The Explorer by Katherine Rundell</p>  <p>Writing to inform: Non-chronological report</p>	<p>Digging for Words by Angela Burke Kunkel</p>  <p>Writing to inform: Biography of José Alberto Gutiérrez</p>	<p>Coming to England by Eipella Benjamin &amp; Windrush Diary by Benjamin Zephaniah</p>  <p>Writing to persuade: Leaflet for coming to England</p>	<p>Shaun Tan The Arrival &amp; Under the Moon and Over the Sea by John O'Grady &amp; Grace Nichols</p>  <p>Poetry: Emotive poetry (free verse &amp; narrative poems)</p>	<p>Room 13 by Robert Swindells</p>  <p>Writing to entertain: Spooky story</p>	<p>Cosmic by Frank Cottrell Boyce</p>  <p>Writing to persuade: Letter of application</p>	<p>The Nowhere Emporium by Ross MacKenzie</p>  <p>Writing to entertain: Setting description</p>	<p>Varmints by Helen Ward</p>  <p>Writing to discuss: Debate</p>	
Purpose	ENTERTAIN: character description	ENTERTAIN: narrative (dialogue)	INFORM: non-chronological report	INFORM: biography	PERSUADE: Leaflet	ENTERTAIN: Poem	ENTERTAIN: narrative (spooky story)	PERSUADE: Letter	ENTERTAIN: setting description	DISCUSS: Debate	

# Reading and Writing for a Purpose



Each core text in our Literature Spine is complemented by a range of companion texts. Non-fiction helps to contextualise narrative, learning links are made: deepening and enriching the reading experience. We think carefully about the opportunities for grammar and vocabulary teaching that are presented in each book. We are clear on our purpose for writing that is inspired by each text.



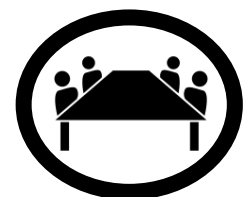
To entertain



To inform



To persuade



To discuss

# Guided Reading Lessons

## Read



Decode  
Teacher reading  
Tracking text  
Clap and join in

## Read



Echo and choral  
Fluency  
Prosody  
Automaticity

## Read



Re-read to self  
Partner read  
Navigate  
Deep understanding

## Learning Links

Activate prior knowledge  
Text to self  
Text to wider world  
Text to text



## Model



Explicitly model  
Strategies and skills  
VIPERS  
Reference the text

## Apply

Verbal and written responses  
New vocabulary  
Application of new knowledge



## Vocabulary

Explicit vocabulary instruction  
Tier 2 and tier 3 vocabulary  
Pre-teach  
Contextualised



## Practise

Children explore  
and discuss  
Practise taught  
strategies and skills



## Feed Forward

Deeper understanding of topic  
Connections  
Further reading  
Review and reflect



In our reading lessons, children apply their reading skills in context: reading to learn and acquiring rich, higher order, academic vocabulary. These skills are embedded across the wider curriculum.

### Seasons Come, Seasons Go: Tree

- 'Shoots are **peeping** through the ground' What does the word **peeping** mean?
- What do you think the title: Seasons Come, Seasons Go means?
- True or False?

Spring follows summer.

There are four seasons.

After summer it is autumn.

The forest goes 'to sleep' in winter.

- 'Squirrels **scamper** here and there.' What other words could you use instead of scamper?

- Which season do you think the animals prefer? Explain why using conjunction **because**.

- Find and copy some words that rhyme.

- Why do you think no one sees as much as the owl sitting in his?



## Task: Fluency and Expression

Listen to your teacher read this. How do they make it sound engaging and expressive? Can you have a go?

Our world is phenomenal: a varied landscape full of natural beauty, much of which is still untainted by human development. Decorating this landscape are many mountains - giants majestically elevating above the world below - from which you can stand and look at the land laid out in front of you like a blanket.

# Key Skills

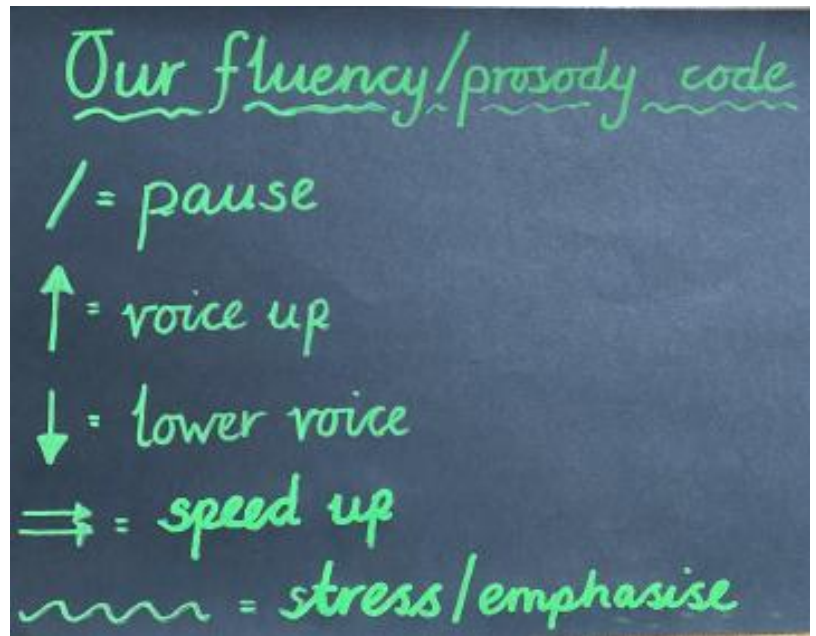
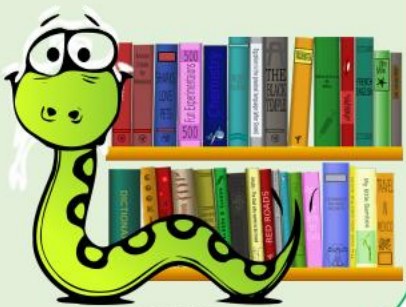


## High quality, active reading

Our reading lessons support children to: explain the meaning of words in context; make considered predictions from what has been said and done; retrieve information from the text; interpret the meaning of the text; and consider authorial choices. Children recognise these vital skills as our 'VIPERS' skills in KS1 and KS2. The Prosody Code is introduced in Year 1 and used by pupils in Y2 – Y6 to teach specific reading skills.

### Reading Vipers

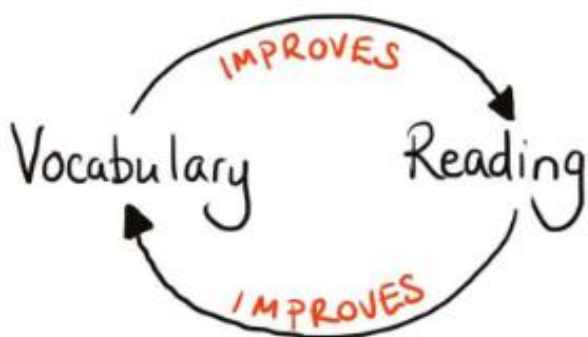
**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise



*The more you read, the better you get at it; the better you get at it, the more you like it; and the more you like it, the more you do it.*

# Vocabulary Rich

We explicitly teach vocabulary in order to close the word gap, enabling access to our curriculum and success at school. New vocabulary is practised and there are frequent opportunities to consolidate learning.



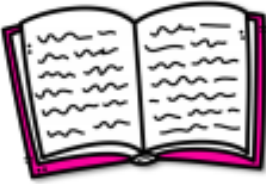








If pupils learn **2** new words a day → **750** new words a year.  
If pupils learn **8** new words a day → **3,000** new words a year.



*Vocabulary is one of the most significant factors in academic performance.*

# Learning Links

We know that children who make connections are better at understanding the text that they are reading. We help our children to draw on their own prior knowledge and experiences to connect with their reading. When they are making connections, they are more engaged and they can access the text at a deeper level.

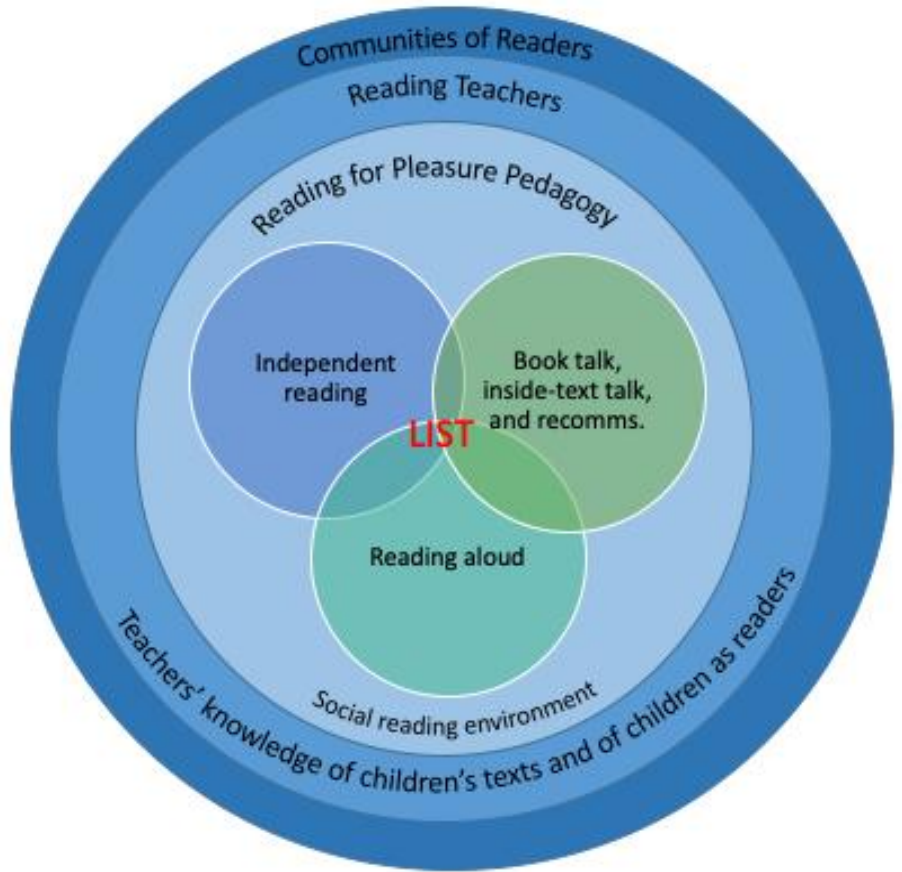
<b>Making Connections</b>		
		
<p>What does this remind you of in another book you have read? How is this book the same or different to other things you have read?</p>		
		
<p>What does this story remind you of in your own life? Are you the same or different from the characters in the story?</p>		
		
<p>What does this story remind you of in the real world? How are the events in the story the same or different to the things that are happening in the real world?</p>		



*All knowledge is connected to all other knowledge.  
The fun is in making the connections.*

# Reading for Choice and Pleasure

We are lucky to have a school environment rich in books to help nurture a love of reading. Our reading spaces across school have been skilfully developed: from our newly refurbished library to smaller, carefully curated reading areas in each classroom. We have a community of reading teachers: teachers who read and readers who teach.



When a teacher reads aloud, it is a bonding between the teacher, the children, the books and the act of reading.



*Small  
daily acts  
of reading  
matter*

Alex Quigley  
Closing the Reading Gap, 2020

We believe in the power of reading aloud. All year groups enjoy a dedicated, daily story time session from a class novel or picture book.

# Reading and writing float on a sea of talk

Reading aloud and talking about what we're reading sharpens children's brains. It helps develop their ability to concentrate at length, to solve problems logically, and to express themselves more easily and clearly.

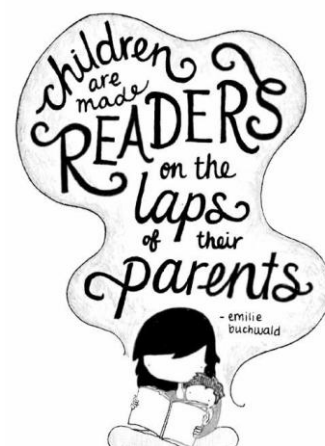
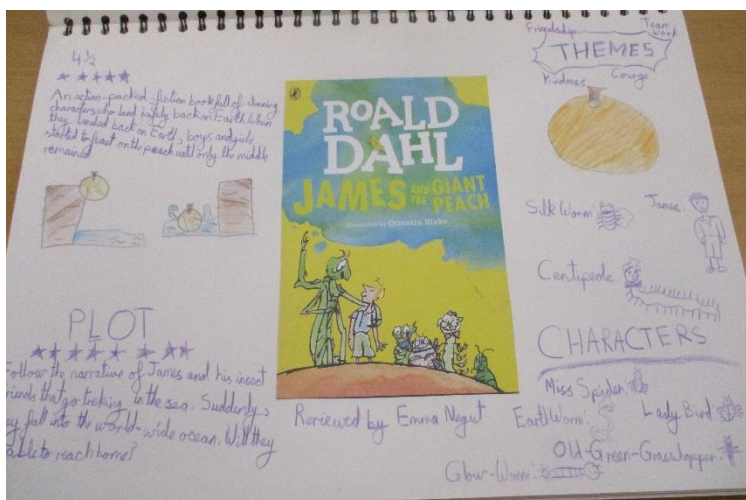
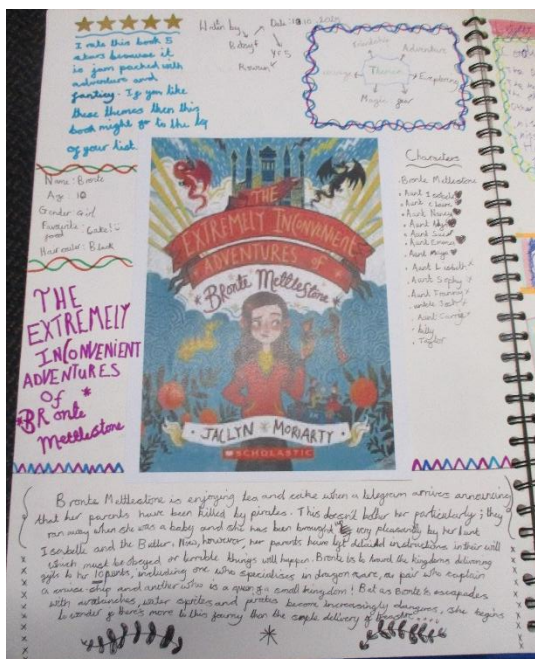
Mem Fox

From the start, our read aloud choices are carefully considered. Repeated reading of familiar texts helps children internalise story language and patterns. Across school, these sessions provide opportunities for high quality classroom talk. We support children to find their reader identity and make recommendations to others.



# Reading Families

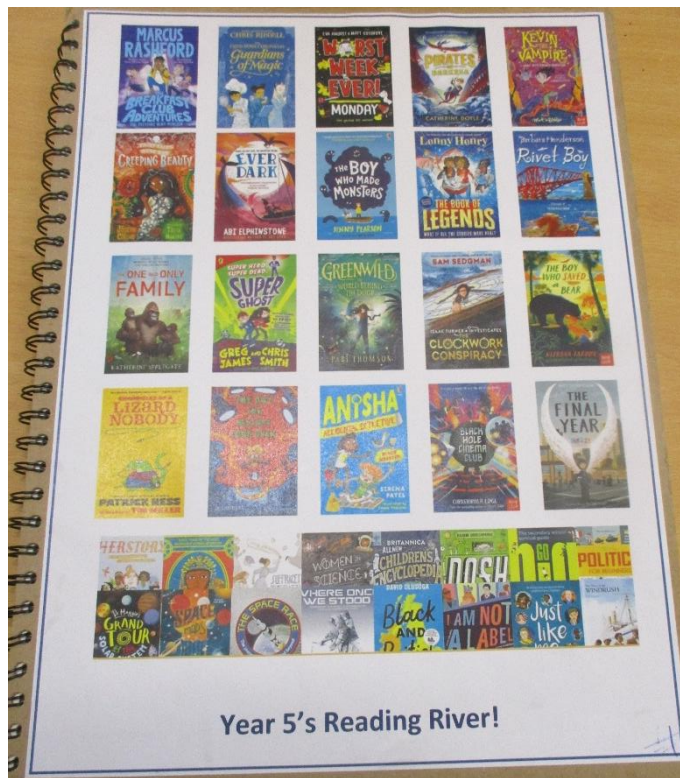
We love to blether about books and we make time in every year group for informal book talk. From the start, we help to nurture a community of reading families, who enjoy sharing their favourite reads.





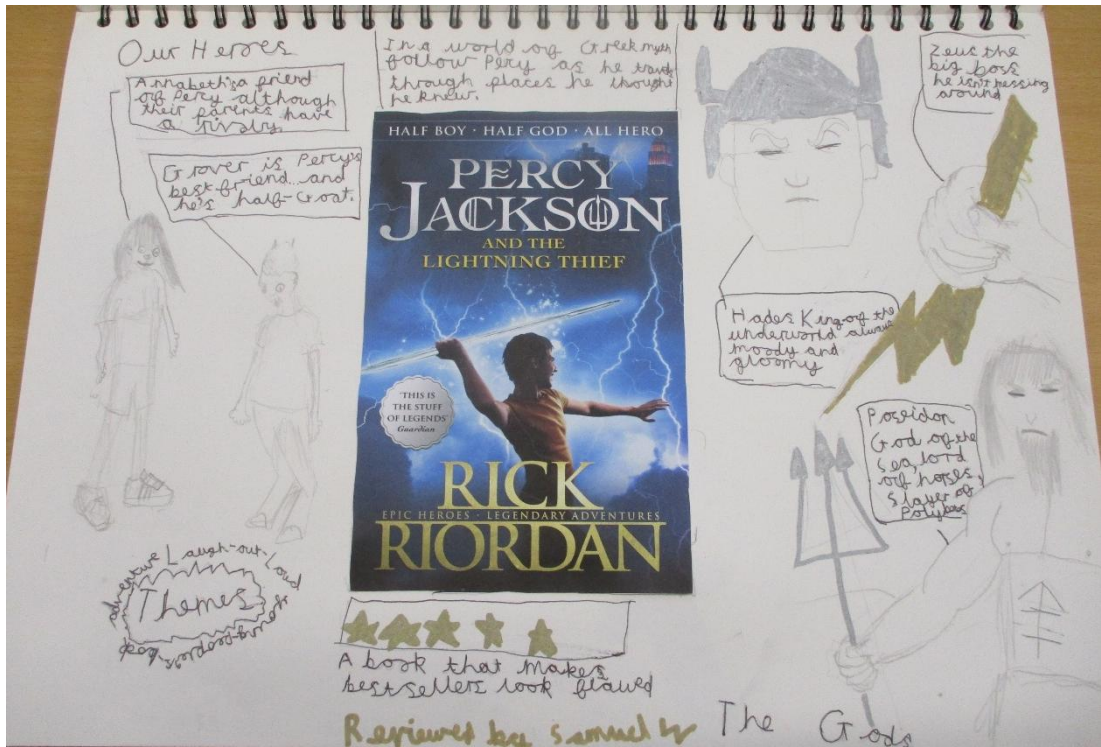
We lose ourselves in books.  
We find ourselves there too.





Everyone is a reader... some just haven't found their favourite book yet.







Keep reading. It's one of the most marvellous adventures anyone can have.





 The more that you  
**READ,**  
the more **THINGS**  
you will **KNOW.**  
The more that you  
**LEARN,**  
the more **PLACES**  
**YOU'LL GO**   
-Dr. Seuss