



# Reading Curriculum

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# Reading Intent Statement

The intent of the reading curriculum at St Vincent's VC Academy is to give all children a love of reading and a life-long relationship with literature. Children will make rapid progress to become fluent and confident readers. They will develop their comprehension, vocabulary and use of language through focused teaching of reading and exposure to a range of texts. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

From the moment the children start school, developing a love of reading is a high priority here at St. Vincent's.

## **In our EYFS:**

- A love of reading is promoted and nurtured by all staff.
- Children have access to books throughout the setting.
- Books are shared 1:1 and in small groups. There is an emphasis on developing oracy and vocabulary.
- Exposure to a wide range of books and genre.
- Opportunities for high quality discussions and questioning will be used when looking at books.
- Daily story time is timetabled.
- Print is used and referred to throughout the setting.
- All children have a reading book that will be changed regularly.
- All children have access to books for sharing at home (for parents/carers to share) and books for the child to read at a phonetically development stage for the individual.
- Children are assessed for their phonological awareness (as needed)
- Children in both F1 and F2 access daily Read Write Inc. sessions where they learn to articulate pure letter sounds through a range of multisensory activities. As the year progresses, children move on to reading ditties and trickier Read Write Inc. stories. Children use and apply their phonic skills when accessing continuous provision through reading labels, captions, instructions and other text in the environment.

## **KS1 and KS2:**

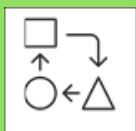
- A daily Read Write Inc. Phonics session takes place for children in Year 1, Year 2 and for those continuing to access the Read Write Inc programme.
- We have recently introduced daily Talk through Stories sessions in Year 1 where the children are taught 'Tier Two' words in everyday contexts.
- The Reading Strategy is a whole-school approach to develop reading comprehension skills. In Years 2-6, a skills-based reading lesson takes place every day. It incorporates age-appropriate, challenging texts, which are rich in vocabulary.

# Reading on a Page



## Big Ideas

- To give the children the skills to be confident and fluent readers.
- To establish an appreciation of and love of reading, leading to a life-long relationship with literature.
  - To develop the children's reading comprehension skills
- To develop the children's knowledge and experience of vocabulary.



## Content, Sequencing and Retrieval

- Children follow the RWINc phonics programme, a carefully sequenced phonics programme, with fidelity.
- The carefully planned reading spine ensures exposure to a wide range of high quality texts, including those linked to other areas of the curriculum to immerse the children in topic related vocabulary and knowledge.
- Opportunities to revisit and retrieve prior learning frequently as reading skills are revisited and built on.
  - A wide range of question types allows the children to apply reading learning in multiple ways.
- Daily discreet teaching of vocabulary during reading lessons to develop a rich and extensive bank of vocabulary
- Reading VIPERS used from Y2 – Y6 to ensure a consistent approach to teaching of reading skills.



## Engagement / Enrichment

- Engagement with Ready Steady Read charity: termly reading challenge and weekly 'Reader of the Week'.
  - Regular Reader incentive for home reading – class and individual
- Annual celebration of world book day – dress up as favourite book characters, book related activities
  - Author visits to school
  - Visits to 'The Big Malarkey' Hull Libraries event
  - Engagement with the NLT Young Readers programme

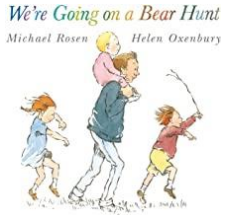
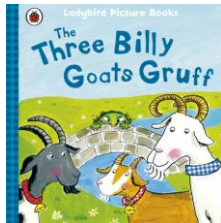

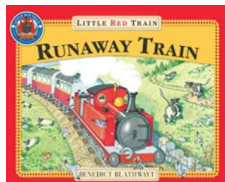


## Support, Challenge and Progress for All

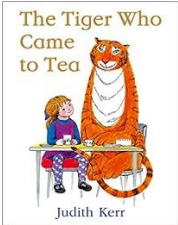
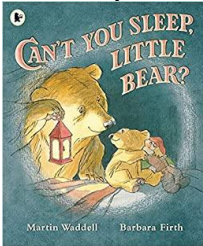
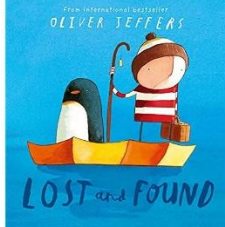
- Our Curriculum follows a tight progression of skills with a progressive reading spine.
  - Children take part in regular retrieval activities to strengthen their memory.
- Remembering and building on skills, information and knowledge is celebrated and giving opportunities for this is a key part of St Vincent's teaching and learning opportunities
  - Every child has access to the National Curriculum.
  - Some children have specific support and guidance taken from their EHCP and SEN support plan.
- Scaffolding, diverse questioning and opportunities for shared thinking are key tools in supporting pupils to make progress at all levels.

# Reading Long Term Plan

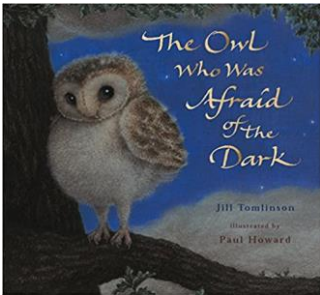
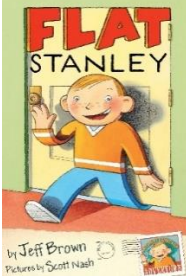
## EYFS

EYFS							
Core Texts		Autumn		Spring		Summer	
Cycle 1		<div>The Three Little Pigs</div> 	<div>Enormous Turnip</div> 	<div>We're going on a bear hunt</div> <div>We're Going on a Bear Hunt</div> <div>Michael Rosen Helen Oxenbury</div> 	<div>The Train Ride</div> 	<div>The Sleepy Bumble Bee</div> 	<div>Three Billy Goats Gruff</div> 
Cycle 2		<div>Little Red Hen</div> 	<div>The Gingerbread Man</div> 	<div>Owl Babies</div> <div>OWL BABIES</div> <div>MARTIN WADDELL • PATRICK BENSON</div> 	<div>The Runaway Train</div> 	<div>The Very Hungry Caterpillar</div> 	<div>Mr Gumpy's Outing</div> 
Reading spine	F1	Where's spot? Hug	Dear Zoo You choose Sammy Spider's First Hanukkah	Brown bear Brown Bear What do you see? Goodnight moon	Mrs Armitage	Jasper's Beanstalk Look what I found in the Woods	Farmer duck Handa's surprise Oliver's Fruit Salad
	F2	On the way home Each peach pear plum	Rosie's walk Mr. Men Little Miss Happy Diwali The Proudest Blue	Whatever Next! The Gruffalo	Six dinner Sid Shhh!	Hairy Maclary from Donaldson's dairy Natures Tiny Miracle Greta & the Giants	Come on, Daisy! Oliver's Vegetables.

# Year 1

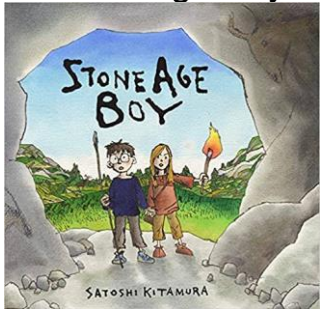
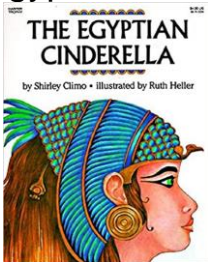

Term	Autumn		Spring		Summer	
Class core text	The tiger who came to tea 		Can't you sleep Little Bear? 		Lost and found 	
Poetry	The morning rush	Friends	Wind on the hill	The sound collector	Buckingham Palace	Alphabet Poem
Class topic related texts	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	A place called home This is our house	Homelife through the years Homes in the past Rural homes	You can't take an elephant on the bus The little red train	Flying Ace: The story of Amelia Earhardt Little Wings: The story of Amy Johnson	Poles Apart	How do Toys work? What are toys made of?
Class read for pleasure	Peace at last Can't you sleep Little Bear? The elephant and the bad baby		Avocado baby Knuffle Bunny Beegu		Dogger Cops and Robbers Elmer	

## Year 2

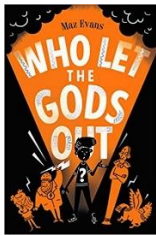
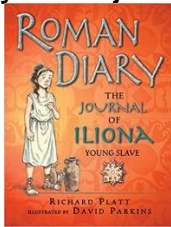
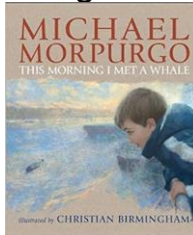
Term	Autumn		Spring		Summer	
Class core text	The tunnel 		The owl who was afraid of the dark 		Flat Stanley 	
Poetry	The witch's spell	Please Mrs Butler	Little Red Riding Hood and the wolf	Macavity: The mystery cat	The owl and the pussy cat	On the Ning Nang Nong
Class topic related texts	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	Paddington at the Zoo	A day in London	The girl and the dinosaur Tyrannosaurus Drip	Dinosaur Lady Non-fiction Dinosaur texts	Lighthouse Keeper's Lunch	Seaside holidays in the past What I like about the seaside
Class read for pleasure	Traction Man is Here Meerkat Mail Amazing Grace Pumpkin Soup Who's Afraid of the Big Bad Book?		Dr Xargle's Book of Earthlets Not Now Bernard Tuesday The Flower Gorilla		Emily Brown and The Thing Frog and Toad Together Fantastic Mr Fox The Hodgeheg Willa and Old Miss Annie	



# Year 3

Term	Autumn		Spring		Summer	
Class core text	Stone Age Boy 		The Egyptian Cinderella 		The Iron Man 	
Poetry	The school kids' rap	The night before Christmas	Gran, can you rap?	Aliens stole my underpants	The railway carriage	Bed in summer
Class topic related texts	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	Stig of the Dump The First Drawing How to wash a woolly Mammoth Cave Baby	Horrible Histories: The Savage Stone-Age Life in the stone age, bronze age and iron age. Lost Species: Skara Brae	The time travelling cat and the Egyptian Goddess	The tomb of Nebanum Family life in Ancient Egypt	Flotsam The Tin Forest	Amazon river and rainforest
Class read for pleasure	Cat Tales: Ice Cat		The Abominables The battle of bubble and squeak		The Sheep-pig The Lion, the Witch and the Wardrobe.	

# Year 4


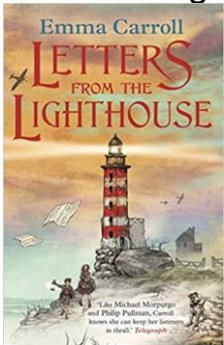

Term	Autumn		Spring		Summer	
Class core text	Who let the Gods out? 		Roman Diary: The journey of Iliona 		This morning I met a whale 	
Poetry	The magic box	Colonel Fazackerly Butterworth-Toast	The Night Mail	The River	Daffodils	Jabberwocky
Class topic related texts	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	Horrible histories – The Groovy Greeks	The Greeks and Their Gods. Ancient Greece Daily life in Ancient Greece	Escape from Pompei	Whatever happened to the Romans? Life in Roman Britain	Saxon Tales – Terry Deary	Alfred the great and the Anglo-Saxons Invaders and Conquerors
Class read for pleasure	Bill's New Frock The firework maker's daughter		Voices in the park Why the whales came		The snow walker's son Charlotte's Web	



# Year 5

Term	Autumn		Spring		Summer	
Class core text	How to train your dragon 		The explorer 		Cosmic 	
Poetry	The highway man Part 1	The highway man Part 2	The Lady of Shallott Part one and part two	The Lady of Shallott Part three and part four	What has happened to Lulu	The Tyger
Class topic related texts	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	Beowulf  Fantastic Beats and where to Find them.	NGK Everything Vikings	There's a Rang'tan in my bedroom	Rainforests of the World.	Tudor Tales	Life in Tudor Times Project history: Tudors
Class read for pleasure	Varjak Paw Tom's Midnight Garden		Street Child FArTHER		The Wolves of Willoughby Chase Wolf brother	

# Year 6

Term	Autumn		Spring		Summer	
Class core text	Cogheart 		Letters from the Lighthouse 		The Arrival 	
Poetry	The listeners	A smugglers song	The Inchcape Rock	If	The Raven	The road not taken
Class topic related texts	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
	Oliver Twist Twist of Fate The Woman in Black (extracts).	Horrible Histories – Vile Victorians Victorian Crime Victorian Britain	War Horse. Goodnight Mr Tom	Horrible Histories: The Blitzed Brits Usborne History: World War II Secrets of World War II	Journey to Jo'burg	Harriet Tubman (Little people, big dreams) Before she was Harriet
Class read for pleasure	Skellig River Boy		Clockwork The Hobbit		Fireweed Holes	

## Reading progression – by year group

### EYFS Development Matters

3 and 4-year-olds will be learning to:	Children in reception will be learning to:
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them</li> <li>• Read a few common exception words matched to the school's phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>

### Reading Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can apply phonic knowledge and skills to decode words</p> <p>Can respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes</p> <p>Can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Apply phonic knowledge and skills to decode words so that reading is fluent</p> <p>Can read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes in words with two or more syllables</p>	<p>Can 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>Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Can 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>Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Can use a dictionary independently to find the definitions of words</p> <p>Can summarise main ideas, identifying key details and using quotations for illustration</p> <p>Can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence</p>	<p>Can read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Can read aloud with intonation that shows understanding</p> <p>Distinguish between statements of fact and opinion</p> <p>Can discuss how structural choices</p>

Can read common exception words	Can read words containing common suffixes	Can check that texts they read makes sense to them	Is using a dictionary independently to check the meaning of words	Can draw information from different parts of the text to infer meaning	support the writer's theme and purpose
Can read words containing taught GPCs and –s, -es, eing, -ed, -er and est endings	Can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Can use alphabetically organised texts such as an index to find information	Can discuss words and phrases that capture the reader's interest and imagination	Can talk about themes and recognise thematic links with other texts	Can identify themes and conventions in and across a wide range of writing
Can read other words of more than one syllable that contain taught GPCs	Can read books aloud and sound out unfamiliar words. Re-read these books to increase fluency and confidence	Can retrieve and record information from non-fiction and fiction texts	Locate and record information effectively using skimming and scanning	Can discuss complex narrative plots	Can discuss how structural choices support the writer's theme and purpose
Read books aloud, accurately, that are consistent with developing phonic knowledge. Re-read these books to build fluency and confidence.	Can read books aloud and sound out unfamiliar words. Re-read these books to increase fluency and confidence	Can use organisational features to locate information	Identify features of different genres of writing	Can summarise main ideas, identifying key details and using quotations for illustration	Explain and discuss their understanding of what they have read, including through formal presentations and debates
Read words with contractions (e.g- I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)	Discuss and clarify the meaning of words	Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions	Know how suspense is built up in a story	Can talk about the author's techniques for describing characters, settings and actions	Can show a confident awareness of the effect of the text, with explanation using their own experiences
Link what they have read or heard to their own experiences Listen to and discuss a wide range of poems, stories, traditional tales and non-fiction	Read further common exception words, noting usual correspondences between spelling and sound and where these occur in the word	Can participate in discussion about books they have read themselves, taking into account the views of others	Can comment on how authors express different moods, feelings and attitudes	Can draw information from different parts of the text to infer meaning	Can extract and evaluate relevant information from more complex texts
Participate in discussions about what is read to them	Discuss their favourite words and phrases	Can participate in discussions about books that are read to them, taking into account the views of others	Is identifying themes and conventions in a wide range of books	Can participate in discussions about books, building on my own and others' ideas and challenge views courteously	Can use detailed knowledge of text types to make reasoned predictions and form opinions
Discuss the significance of the events and titles of books	Listen to, discuss and express views about stories, poetry and non-fiction	Can begin to identify and comment on different points of view in a text	Can identify main ideas drawn from more than one paragraph and summarise these	Can evaluate how authors use language, including figurative language, considering the impact on the reader	Can compare and contrast the styles of individual writers and poets, providing examples
	Re-tell a range of stories and traditional tales	Can say how a character would feel if they were in the character's shoes	Can justify inferences with evidence from the text	Can talk about themes and recognise thematic links with other texts	Can show a confident awareness of the effect of the text, with
	Answer and ask questions about stories and what they have read		Can comment on how authors express different moods, feelings and attitudes	Can participate in discussions about books, building on my own and	
	Discuss the sequence of events in stories				

<p>Re-tell stories such as traditional tales</p> <p>Make inferences based on what is being said and done</p> <p>Link what they have read or heard to their own experiences</p> <p>Predict what might happen next in a story</p> <p>Can correct inaccurate reading</p> <p>Link new word meanings to words already known</p> <p>Can recite some poems by heart</p>	<p>Be aware that non-fiction can be presented in different ways</p> <p>Listen to, discuss and express views about stories, poetry and non-fiction</p> <p>Discuss the sequence of events in stories</p> <p>Recognise repeated language in stories and poems</p> <p>Listen to, discuss and express views about stories, poetry and non-fiction</p> <p>Make inferences based on what is being said and done</p> <p>Predict what might happen next in a story</p> <p>Learn poems by heart and recite these with appropriate intonation</p>	<p>Can comment on why an author has chosen certain language</p> <p>Is listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Can predict what might happen from details stated and implied</p> <p>Can participate in discussion about books they have read themselves, taking into account the views of others</p> <p>Can participate in discussions about books that are read to them, taking into account the views of others</p> <p>Can retrieve and record information from non-fiction and fiction texts</p> <p>Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Can begin to identify and comment on different points of view in a text</p>	<p>Can discuss their understanding of texts they read independently</p> <p>Can identify how language, structure, and presentation contribute to meaning as a whole</p> <p>Identify features of different genres of writing</p> <p>Is identifying themes and conventions in a wide range of books</p> <p>Can discuss words and phrases that capture the reader's interest and imagination</p> <p>Can make connections between books by the same author</p> <p>Can comment on how authors express different moods, feelings and attitudes</p> <p>Is listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Can confidently retell stories, myths and legends</p> <p>Is preparing poems and play scripts to read aloud</p>	<p>others' ideas and challenge views courteously</p> <p>Can recognise language features of a range of non-fiction text types</p> <p>Can compare, contrast and evaluate features of non-fiction texts</p> <p>Can identify and describe the styles of individual writers and poets</p> <p>Can make comparisons within and across books</p> <p>Can read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Can read aloud with intonation that shows understanding</p> <p>Understand that texts reflect the time and culture in which they were written</p> <p>Learn a wide range of poetry by heart</p>	<p>explanation using their own experiences</p> <p>Can explain the impact of the context of a text</p> <p>Can identify the writer's viewpoint and explain the effect on the reader</p> <p>Can comment critically on the overall impact of a text</p> <p>Can comment on and explain the writer's use of language features</p> <p>Can identify themes and conventions in and across a wide range of writing</p> <p>Can recommend books to others and give reasons for choices</p> <p>Can discuss how structural choices support the writer's theme and purpose</p> <p>Can comment critically on the overall impact of a text</p> <p>Can comment on and explain the writer's use of language features</p> <p>Can identify themes and conventions in and across a wide range of writing</p>
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		<p>Is asking questions to improve their understanding of a text</p> <p>Can say how a character would feel if they were in the character's shoes</p> <p>Can comment on why an author has chosen certain language</p> <p>Is increasing their familiarity with a wide range of books, including fairy stories, myths and legends</p> <p>Can retell stories, myths and legends orally</p>	<p>and to perform, showing understanding through intonation, tone, volume and action</p>		<p>Can recommend books to others and give reasons for choices</p> <p>Can make comparisons within and across books</p> <p>Can explain the impact of the context of a text</p> <p>Can discuss how structural choices support the writer's theme and purpose</p> <p>Can comment critically on the overall impact of a text</p> <p>Can compare and contrast the styles of individual writers and poets, providing examples</p> <p>Can confidently perform plays and poems using actions and expression</p>
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# Reading VIPERS and Content Domains

	<b>EYFS Content Domain</b>	<b>KS1 Content Domain</b>	<b>VIPER</b>	<b>KS2 Content Domain</b>	<b>VIPER</b>
	<p>Can sequence the important parts of a story that is known to the reader in order.</p> <p>Can state simple likes/dislikes about familiar texts.</p> <p>Can talk about the main parts/key events in a text.</p> <p>Knows that information can be retrieved from different sources.</p> <p>Can retell familiar stories with growing confidence.</p> <p>Without prompting, uses words and illustrations together to gain meaning.</p> <p>With support, can find information to help answer simple, literal questions.</p> <p>Is beginning to make predictions based on titles, blurb and/or illustrations.</p>	1a: draw on knowledge of vocabulary to understand texts.	<b>Vocabulary</b>	2a: give/explain the meaning of words in context.	<b>Vocabulary</b>
		1b: identify/explain key aspects of fiction/non-fiction texts, such as characters, events, titles and information.	<b>Retrieve</b>	2b: retrieve and record information/identify key details from fiction and non-fiction.	<b>Retrieve</b>
		1c: identify and explain the sequence of events in texts.	<b>Sequence</b>	2c: summarise main ideas from more than one paragraph.	<b>Summarise</b>
		1d: Make inferences from the text.	<b>Infer</b>	2d: make inferences from the text and justify inferences with evidence.	<b>Infer</b>
		1e: predict what might happen on the basis of what has been read so far.	<b>Predict</b>	2e: predict what might happen from details stated and implied.	<b>Predict</b>
				2f: identify/explain how information/narrative content is related and contributes to meaning, as a whole.	<b>Explain</b>
				2g: identify/explain how meaning is enhanced through the choice of words and phrases.	<b>Explain</b>
				2h: make comparisons within the text.	<b>Explain</b>

# Lesson Design – whole class reading lesson

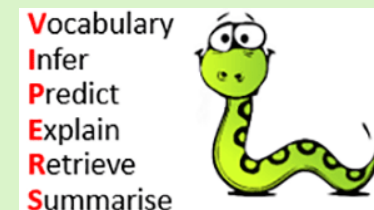
## Lesson

## Lesson Structure

### Retrieval

Retrieval activity to draw upon prior learning. Activities could include:

- quick read and quick-fire retrieval questions
- Vocab match – matching definitions to the word, match the picture to the word.
- Fast find of the word/phrase in the text



### Vocabulary Focus

Teach Tier 2/3 vocabulary that the children will be exposed to during the reading lesson that day. Teach in a multi-sensory way using My Turn Your Turn (MTYT) techniques for pronunciation of vocabulary. Use images to support children's understanding of the vocabulary. Use quotes from the text to put the words/phrases into context.

### Practising Fluency

Using a whole class shared text, give opportunities to practise reading fluency. Teacher to model reading fluency, as well as giving opportunities for the children to read aloud (in partners, as whole class, individually in front of the class etc.).

### Reading skill focus – I do/We do/You do

Introduce the reading skill VIPER for the lesson and retrieve children's understanding of it.

I do: Teacher models how to answer the question using Think Out Loud strategies, marking up of the text and modelling of written response.

We do: Children work together to answer the question and then teacher models their answer.

You do: Children independently complete reading questions, using the same approach as modelled by the teacher.

### Extension/Challenge

The extension task should always be an extension of the same domain to ensure a more in-depth understanding of the application of any particular skill.