

Curriculum Design for Reading

Reading INTENT

At Mosaic, we want to foster a lifelong love of reading by exposing our children to a range of literature across all areas of the curriculum. Reading transports curious minds to wondrous realms of the imagination. It determines success not only in the classroom, but in life. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures and times. By using a variety of texts and teaching strategies, children's spiritual, moral, social and cultural understanding will develop to help them have a better understanding of how to be successful citizens and value others.

The teaching of reading forms part of our English Curriculum. We aim to promote high standards of reading through clear progressive planning and effective teaching ensuring curriculum expectations and the progression of skills are met. Teaching with a focus on reading access, practice and enhancing reading ability. Teachers will model and scaffold children's reading so that children become strategic and knowledgeable readers. We are aware that reading gaps can open quickly and that daily acts of reading really matter.

Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas and beyond. We aim to teach children 'how to read' as well as how to 'read to learn'. Reading is a key life skill. Our children's success will be defined by their ability to read fluently and skilfully. Through building up the children's vocabulary it gives them the word power they need to become successful speakers and writers as well as confident readers. It is our intention for children to be read to every day. By teachers reading aloud, modelling appropriate use of story language and reading with expression to children, helps to improve their understanding of different story structures, to enthuse them with a love of books, inspire them as writers but most importantly, make reading fun.

Reading IMPLEMENTATION

Early Reading and Phonics

Early reading is prioritised in EYFS and KS1. It is underpinned by a coherent and systematic phonics scheme. Phonics is taught by demonstrating the relationship between the sounds of English spoken language and the letters or groups of letters of the English written language. We follow the Little Wandle Letters and Sounds systematic synthetic programme. All children in EYFS and Year 1 have daily phonics lessons. During the summer term, all Year 1 pupils will participate in a phonics screening assessment, which assesses the children's knowledge of phonics.

We practise the skill of reading with individuals, small groups and with the whole class. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge using the Collins Big Cat books, allowing them to practise the phonemes learnt and develop their speed, accuracy and expression when reading aloud. We use Collins Big Cat across EYFS and KS1; the levelled readers systematically increase the level of challenge, vocabulary and stamina as children work up through the bands and have been audited to ensure they link fully with our SSP (Systematic Synthetic Phonics) programme.

Accelerated Reader

When children become a fluent word reader and they have learned all the letter and sound combinations, they will be able to try and read any unfamiliar words. At this point (usually by the end of Y2) children move on to Accelerated Reader the computer based program, the school uses to monitor reading practice and progress.

A Star test is completed as a baseline to assess children's reading levels and then repeated at least four times throughout the year to allow children time in between to develop positive reading habits before they are tested again. Each child is given a ZPD (Zone of Proximal Development), which is the ideal range of text complexity for that child, neither too easy as to be unchallenging, nor so hard as to be frustrating.

Once children move onto Accelerated Reader, the expectation is that they can read independently. Children have more responsibility for selecting books to read in school and at home. When they have finished reading a book, they take an AR quiz. These quizzes check that the child has understood the book. The percentage correct score and the points that are awarded for passing a quiz are highly motivating for children. Children challenge themselves to attain 85% or above. Teachers give children praise for their achievements and decide on incentives and rewards. With staff guidance and reviewing their latest score, children then make an informed decision about the next book to choose.

Guided Reading

As well as ensuring children become fluent readers through the use of phonics, we also fully develop their comprehension. Regular Guided Reading sessions take place throughout the school.

In Reception and Year 1, children will carry out Guided groups, following the set overviews, focusing on areas of fluency and comprehension. Children across Reception and Year 1 (and beyond if appropriate) apply their phonics knowledge by using a full matched decodable reader in a small group reading practise session. These sessions are 10-15 minutes long and happen three times a week. There are approximately 6-8 children in a group.

From year 2 onwards children will move to guided reading sessions using a range of rich and varied texts either in a carousel in small groups or as a whole class. During guided reading, we ensure our pupils are exposed to a range of fiction and non-fiction texts which help them develop culturally, emotionally, intellectually, socially and spiritually.

Key reading skills:

- **Vocabulary** - Pupils develop their knowledge of vocabulary through explaining and exploring the meaning of words in context.
- **Inference** - Using clues and evidence within the text, pupils 'read between the lines' to make inferences related to characters, actions and feelings.
- **Prediction** - Pupils use evidence from the text (stated or implied) to say what may happen next, what events may unfold or how a character may behave.
- **Explanation** - Pupils identify/explain how information/narrative content is related and contributes to meaning as a whole. Pupils identify/explain how meaning is enhanced through the author's choice of words and phrases. Pupils make comparisons within the text identifying similarities and differences.
- **Retrieval** - Using key vocabulary, pupils retrieve and record information/identify key details from fiction and non-fiction.
- **Sequence/ Summarise** - Pupils identify, order and explain the sequence of events in texts; Pupils summarise the main ideas, points and events, from more than one paragraph, and write them in a shortened form.

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS (see above). In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

Key Stage 1

From Year 2 - in KS1, reading skills are taught and practised using the VIPERS during carousel small group and whole class reading sessions.

KS1 Content Domain Reference	Skill
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

Key Stage 2

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference	Skill
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Carousel small group and whole class reading sessions take place at least 3 times a week for 30 minutes. Sessions may vary from session to session/ class to class depending on the needs of the children but has a general rule time spent on each **skill (vocabulary, inference, prediction, explain, retrieval, summarise/ sequence)** is based upon the English Reading Test Framework marks available for each area.

Reading for Pleasure

Reading for pleasure is promoted and encouraged throughout our school. From EYFS to Year 6, texts are shared and chosen carefully to inspire and motivate children to want to read. We recognise the value of teachers reading aloud, modelling appropriate use of story language and reading with expression to children, in order to improve their understanding of different story structures, to enthuse them with a love of books, inspire them as writers but most importantly, to make reading fun.

Some of the ways in which we develop reading for pleasure include:

- Every class has a Reading Corner, a cosy space within the classroom for children to sit and read, which is a lively and inviting space for reading.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- Recommended Reads “Reading Spine” - a selection of texts, fiction and non-fiction, full of age-appropriate texts that have been recommended by CLPE (Centre for Literacy in Primary Education).
- Class books shared with all pupils throughout the week.
- Celebrating achievement in Reading through Accelerated Reader.
- Home-school relationships will promote the importance of all adults in fostering a love of reading.
- Designated pupil Reading Champions support the message “Every day is a Reading Day” across the school through special activities, events, competitions e.g. read in unusual places, take a selfie, book swap, buddy reading....

Reading IMPACT

At Mosaic, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. Children will want to read widely for purpose and pleasure. Children will establish their own reading preferences and be able to talk about books and authors. As children move up through the school, they should be able to use a range of strategies for decoding, not solely relying on phonics. They should be able to read in any subject and be successful in their learning.

We aim to ensure that our children's attainment and progress is in line or exceeds their potential when considering their varied starting points, always aiming for accelerated progress and ‘closing the gap’. We want there to be no significant gaps in the progress of different groups of children, e.g. disadvantaged v non-disadvantaged. The % of children working at and above Age Related Expectations should meet targets set at the beginning of the year. We want our end of Key Stage data to be on an upward trend and be closer to, meet or even exceed national expectations.

We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We use the National Curriculum objectives to inform teachers and senior leaders of the knowledge and skills the children have achieved. Senior leaders closely monitor data, teaching and learning and hold Pupil Progress Meetings and Moderation Meetings to assess individual children’s needs. We intend the impact of our Reading curriculum will ensure our children are academically prepared for life beyond primary school.

Progression of Skills

<p>Word reading</p>	<ul style="list-style-type: none"> • identify the taught GPCs (the sounds that the letters make) including some digraphs • blend the taught sounds to read CVC, CVCC and CCVC words • read some taught common exception/ high frequency and familiar words • read sentences made up of words with taught sounds and common exception words 	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read aloud accurately books that are consistent with their developing phonic knowledge and 	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 of the NC, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 of the NC, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 of the NC, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 of the NC, both to read aloud and to understand the meaning of new words that they meet
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		<p>that do not require them to use other strategies to work out words</p> <ul style="list-style-type: none">• re-read these books to build up their fluency and confidence in word reading• check that the text makes sense to them as they read and correct inaccurate reading• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	<p>frequently encountered</p> <ul style="list-style-type: none">• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• re-read these books to build up their fluency and confidence in word reading• check that the text makes sense to them as they read and correct inaccurate reading				
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Reading widely							
	<ul style="list-style-type: none"> • read sentences made up of words with taught sounds and common exception words • listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating • use non-fiction books to develop new knowledge and vocabulary • talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text) • to talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions 	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, nonfiction 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 fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, nonfiction 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 fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, 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 tradition 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, 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 tradition

Poetry and Perform	<ul style="list-style-type: none"> listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others 	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> recognising some different forms of poetry preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> recognising some different forms of poetry preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Vocabulary	<ul style="list-style-type: none"> talk about elements of a topic using newly introduced vocabulary understand how to listen carefully 	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the staff member 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the staff member 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Infer	<ul style="list-style-type: none"> begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text) 	<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> provide reasoned justifications for their views drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> provide reasoned justifications for their views drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predict	<ul style="list-style-type: none"> talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied
Explain	<ul style="list-style-type: none"> talk about their favourite characters, what they like/dislike about a story, rhyme and poem 	<ul style="list-style-type: none"> explain preferences, thoughts and opinions about a text 	<ul style="list-style-type: none"> explain their preferences, thoughts and opinions about a text 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying themes and conventions in a wide range of books identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying themes and conventions in a wide range of books identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books discuss and evaluate how authors use language, including figurative language, considering the impact on the reader identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books discuss and evaluate how authors use language, including figurative language, considering the impact on the reader identifying how language, structure and presentation contribute to meaning
Retrieve	<ul style="list-style-type: none"> understand how to listen carefully respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events 	<ul style="list-style-type: none"> answering and asking questions by finding simple answers in the text 	<ul style="list-style-type: none"> answering and asking questions being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve and record information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve and record information from non-fiction

Summarise	<ul style="list-style-type: none"> demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Discussion	<ul style="list-style-type: none"> talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words begin to interpret stories, rhymes and poetry; making suggestions for actions and events talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> asking questions to improve their understanding participate in discussions about books, building on their own and others' ideas and challenging views courteously recommending books that they have read to their peers, giving reasons for their choices explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> asking questions to improve their understanding participate in discussions about books, building on their own and others' ideas and challenging views courteously recommending books that they have read to their peers, giving reasons for their choices explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Authorial Intent				<ul style="list-style-type: none"> discuss words and phrases that 	<ul style="list-style-type: none"> discuss words and phrases that 	<ul style="list-style-type: none"> identify how language, 	<ul style="list-style-type: none"> identify how language,
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				<p>capture the reader's interest and imagination</p> <ul style="list-style-type: none">• identify how language, structure, and presentation contribute to meaning	<p>capture the reader's interest and imagination</p> <ul style="list-style-type: none">• identify how language, structure, and presentation contribute to meaning	<p>structure and presentation contribute to meaning</p> <ul style="list-style-type: none">• discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	<p>structure and presentation contribute to meaning</p> <ul style="list-style-type: none">• discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
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