**Reading Curriculum**

At St Joseph’s we ensure that there is both an embedded culture of reading for pleasure and an understanding that we also read to gain knowledge, ideas and inspiration. We ensure that all pupils develop confidence in phonics to enable them to become confident readers and writers. All pupils are taught how to word read with fluency, automaticity and to have developed secure language comprehension skills.

Pupils read and are read to throughout the day and have access to a variety of books in class and in the library that reflect their own realities and also provide windows into other people’s lives and culture. The pupils are exposed to a wide range of texts from non-fiction texts, classic novels, modern fiction, myths and legends, poetry and plays.

We have a curriculum that sets out the high-quality texts which are used throughout school that builds children’s knowledge of literature and their reading ability. We study a range of modern and classic fiction.

Reading for pleasure is encouraged through the work of the reading ambassadors, shared book reviews, story bags, displays around school and participation in book related events.

Pupils are taught to read fluently through the Read Write Inc. systematic synthetic phonics scheme which is taught with fidelity and consistency. These lessons are daily and revisited during the day to ensure long term retention of the sounds and tricky words.

Reading is taught initially through phonics then through reading lessons in Year 2-6 using the VIPERS strategies. Lessons focus on:

* de-coding and fluency,
* prosody
* comprehension.

In these lessons, pupils read together, read in pairs and are read to.

Reading skills and strategies are further supported through diverse, high-quality varied texts in writing lessons.

Vocabulary acquisition is support through the explicit teaching in all lessons and the use of subject specific Tier 3 vocabulary.

**Assessments:**

In Reception and Year 1 RWI assessments are conducted every half term. The Phonics Screening Check is the final assessment of decoding in Year 1. RWI, ORT and Collins Fluency assessments are used to determine the next stage for pupils as appropriate for the age an stage of learning.

Fluency is assessed across the school using RWI assessments for those children still part of the programme and is assessed at the start and end of each academic year across the school using ORT/ Collins Fluency assessments. The assessments give an approximate guide to the reading level of pupils in Year 3 and above to support decisions about reading books. These assessments feed into the curriculum reviews and leaders and teachers make any changes necessary to support the pupils.

Pupils take SATS or similar assessments 3 times a year in years 3-6 to assess the impact of reading lessons and language comprehension.

In Year 2, previous SATs papers are used to assess children from spring term onwards.

 **Texts**

In his book ‘Reading Reconsidered’, Doug Lemov points out that there are five types of texts that children should have access to in or- der to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books. A St Joseph’s we are on a journey to ensure that our children can access a range of texts types and that there are key texts that the children know well.

Our choice of texts for both our reading and writing curriculums is based on the following:

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| Books with a simple plot and style | Non linear time sequences | **Complexity of the narrator** | **Figurative and Symbolic texts**  | **Classic Texts** | **Resistent Text** |

**Poetry**

Poetry is a regular feature of our reading curriculum and our reading spine ensures coverage of a range of poetry types such as Riddles, shape poems, syllable poems and narratives from a range of poets

**Texts within the writing curriculum**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | Giraffes Can’t Dance by Giles AndreaeOnce there were Giants by Martin WadellGoldilocks and the Three BearsSupertato by Sue Hedra | Room on the Broom,/ Stick Man/ The Gruffalo by Julia DonaldsonPumpkin Soup by Helen CooperRosie’s Walk by Pat HutchinsWe’re Going on a Bear Hunt by Michael Rosen | My First Book of PlanetsI Am Neil Armstrong by Brad Meltzer  | Katie in London by James MayhewChapatti Moon by Pippa Goodheart | The Three Billy Goats GruffJack and the BeanstalkCinderella | Poetry: Mad about Minibeasts |
| Whatever Next by Jill MurphyQ Pootle 5 by Nick ButterworthBeegu by Alexis Deacon | A is for Africa by Ifeoma Onyefulu | The Ugly Five by Julia Donaldson |
| Growing FrogsThe Dinosaur Lady by Linda SkeersA Seed in Need by Sam Godwin |
| **Year 1** | The Queen’s Hat by Steve Anthony | The Leaf Thief by Alice Hemming | Jacob O’Reilly Wants a Pet by Lynne Rickards  | Emma Jane’s Aeroplane by Kate HowarthThe Way Back Home by Oliver Jeffers | The Enormous TurnipThe Extraordinary Gardener by Sam Boughton | Somebody Swallowed Stanley by Sarah Roberts |
| That Pesky Rat by Lauren Child |
| Rain by Sam Usher Snow Day by Richard Curtis | Traction Man by Mini GreyPaper Dolls by Julia DonaldsonThe Naughty Bus by Jan Oke | Oi Dog by Kes Grey | Amelia Earhart by Mary Nihn | 10 Ways to Save the World by Melanie Walsh |
| Leaf by Sandra Deichman | The See Saw by Tom Percival  |
| The Little Yellow Leaf by  | Jesus’ Christmas Party by Nicholas Allen | Lost and Found By Oliver Jeffers |
| Penguins (Usborne) |
| **Year 2** | The Works by Pie Corbett | In Flanders Fields by John McRea | Wolves by Emily Gravett | Little People Big Dreams: Rosa Parks | A Bear Called Paddington by Michael Bond | Fox by Margaret Wild |
| Flotsam by David Weisner | NG WolvesThe Ways of the Wolf by Smiti Prasadam- Halls & Jonathan Woodward. | She’s .. by James CarterMonster Poems by Joshua Siegal | Various non-fiction texts linked to cross curricular learning. |
| Grandad’s Island by Benji Davies | Mog’s Christmas by Judith Kerr | Little Red Reading Hood by Lucy Rowland | Class Two at the Zoo by Julia Jarman | Dear Teacher by Amy Hubbard | Two Brothers and a Chocolate Factory by Juliet Bell |
| Pumpkin Soup by Helen Cooper | The Owl and the Pussy Cat by Edward Lear |
| **Year 3** | The Crow’s Tale by Naomi Howarth | The Teacher Pleaser Machine – Pie Corbett | How to Wash a Woolly Mammoth by Michelle Robinson | Lightning Mary by Anthea SimmonsMary Anning – Fossil Hunter and Dinosaur Expert by Kay Barnham | The Iron Man by Ted Hughes | The Legend of Sally Jones by Jakob Wegelius |
| Coming Home by Michael Morpurgo | Stone Age Boy by Satoshi Kitamura | Zim Zam Zoom by James Carter | Poetry: The Works 2 by pie Corbett |
| The Secrets of Stonehenge by Mick Manning |
| **Year 4** | Aesop’s Fables | How to Train Your Dragon by Cressida Cowell | How to Train Your Dragon by Cressida Cowell | African Tales by R Griffin  | Little Mouse’s Big Book of Fears by Emily Gravett | Baker by the Sea by Paula White |
| Visual Literacy | The Great Kapok Tree by Lynne Cherry and rainforest texts | Poetry: Cinquains by Joanne Macken | Jabberwocky by Lewis Carroll | Poetry: Weird Wild and Wonderful by James Carter. |
| **Year 5** | Jungle Book & Just So Stories by Rudyard Kipling | Warewolf Club Rules by Joseph Coelho | Poetry - Haikus | Harry Potter by JK Rowling | Performance Poetry | Cloud Tea Monkeys by Mal Peet |
| Excitable Edgar – visual text | *Inventions* | Talking History by Joan Lennon |
| **Year 6** | *Blogs and reports*  | Shakespeare – Macbeth  | The Highway Man by Alfred Noyes | Percy Jackson & the Olympians: The Lightning Thief by Rick Riordan | The diary of a Young Girl by Anne Frank |
| Shakespeare – Romeo and Juliette | A Christmas Carol by Charles Dickens | Classic Poetry |

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| Books with a simple plot and style | Non linear time sequences | **Complexity of the narrator** | **Complexity of plot**  | **Archaic** | **Resistant Text** |

**Texts within the Reading curriculum**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | Giraffes Can’t Dance by Giles AndreaeOnce there were Giants by Martin WadellGoldilocks and the Three BearsSupertato by Sue Hedra | Room on the Broom,/ Stick Man/ The Gruffalo by Julia DonaldsonPumpkin Soup by Helen OxenburyRosie’s Walk by Pat Hutchins | My First Book of PlanetsI Am Neil Armstrong by Brad Meltzer  | Katie in London by James MayhewChapatti Moon by Pippa Goodheart | The Three Billy Goats GruffJack and the BeanstalkCinderella | Poetry: Mad about Minibeasts |
| The Ugly Five by Julia Donaldson |
| Weekly poetry to share at home as well asregular reading of a range of rhymes including traditional rhymes and rhyming stories. | Whatever Next by Jill MurphyQ Pootle 5 by Nick ButterworthBeegu by Alexis Deacon | A is for Africa by Ifeoma Onyefulu | Growing FrogsThe Dinosaur Lady by Linda SkeersA Seed in Need by  Sam Godwin |
| **Year 1** | Rosie’s Hat by Julia Donaldson Sweep by Louise Gregg | Lost in the Toy Museum by David LucasThe Everywhere Bear by Julia DonaldsonThe Nutcracker by Rhiannon FindleyThe Empty Stocking by Richard Curtis | Detective Dog / The Hospital Dog by Julia DonadsonPeter Rabbit by Beatrix PotterThe Tiger Who Came to Tea by Judith KerrThe Mixed Up Chameleon by Eric Carle | The Darketst Dark by Chris HadfieldThe Great Explorer by Chris Judge | Omar, the Bees and Me by Helen MortimerThe Promise by Nicola Davies | The Snail and the Whale/ Tiddler by Julia DonaldsonSally and the Limpet by Simon JamesSea Glass Summer by Michelle Houts |
| Seasons Poetry – Brian Moses & Ellie JenkinsGoodbye Autumn, Hello Winter by Kenard Pak (narrative poem) | What We’ll Build by Oliver Jeffers | Seaside Poems by Shirly HighesAt the Seaside by RL Stevenson. |
| **Year 2** | Poetry – Black Women Poets | Wifred Gordon McDonald PartridgeBy Mem FoxWhere the Poppies Now Grow by Hillary Robinson/Stubby by Michael Foreman | NG Martin Luther King | The Egyptian Cinderella by / The Wolf’s Story by The Proudest Blue by Ibtihaj Muhammad | My Teacher’s Secret Life by Stephen Krensky.The Royal Rabbits by Santa MontefioriA Bear Called Paddington (Class novel) | Tuesday by David WeisnerThe Antlered Ship by Dashka Slater |
| Grandad’s Island by Benji DaviesBig Sky Mountain (Class novel) | The Way Home for Little Wolf by Rachel Bright | Poetry: Cinderella (Revolting Rhyme) by Roald Dahl | A Walk in London by Salvatore Rubbino | Poetry: When Daddy Fell Into the Pond by Alfred Noyes |
| Great Women in History – Katherine JohnsonThe Gunpowder Plot (BBC film) | Poetry: McCavity by TS Elliot and Cats by Eleanor Farjeon. | Poetry: Bed in Summer by RL Stevenson |
| **Year 3** | Alien in the Jam Factory by Crissie Sains (Class Novel)The Hodgeheg by Dick King Smith | The Teacher Pleaser Machine by Pie Corbett | Treasure in the Jam Factory by Crissie Sains (Class Novel)Ug: The Search for Soft trousers by Raymond Briggs | Fossil Girl by Catherine Brighton | A Seed is Sleepy by Sylvia Long | The Dark – Lemony Snickett Smoot – a rebellious shadow byMichelle Cuevas |
| Rock and Roll by Hazel Terry | Song: My lighthouse – Rend Collective |
| Poetry - Poetry:Adventures of Isabel Ogden Nash  | Alien in the Jam Factory by Chrissie Sains | Pebble in my Pocket by Meredith Hooper | Poetry: The Sound Collector by Roger McGough | Bloom by Anne BoothThe Storm Keeper’s Island by Catherine Doyle |
| **Year 4** | Song Lyrics | Children’s classics 2 (Extracts) | Varjak Paw by SF SaidWhere the Forest Meets the Sea by Jeannie BakerHow to Train your Dragon by Cressida Cowell (Class Novel) | Mufaro’s Beautiful Daughters by  | After the Fall by Dan SantatBlack Dog by Levi Pinfold and Ravi’s Worry by Tom Percival | Viking Voyages by Jack Tite |
| Poetry: Granny Sugarcakes by John Lyonsand From a Railway Carriage by RL Stevenson |
| Children’s classics 1 (Extracts) | Women Poets: Emily Bronte, Ann Ridler and Amy Lowell | Cities of the World: Africa by Franklin Watts | Poetry: The Quangle Wangle’s Hat by Edward Lear. | The Firework Maker’s Daughter by Phillip Pullman |
| **Year 5** | Disney songs - I had a dreamBe prepared, Out there | Circus: Wild Boy by Rob Lloyd Jones.  | The Gauntlet by Karuna Riazi,Floodlands by Marcus Sedgewick, A Girl Called Owl by Amy Wilson. | Changing materials - article about chromatography, Spurting Science: Mentos and Coke | Cicada, by Shaun Tan | Michael Morpurgo - Extracts fromWar Horse, Private Peaceful, Kensuke's Kingdom |
| Great openings - extracts (prologues) from: Clockwork Crow by Catherine FisherStorm Keeper's Island by Catherine DoyleCogheart by Peter Bunzl | Life cycle of a butterfly (non-fiction text) |
| Musical lyrics;A conversation (Mary Poppins), You will be found (Dear Evan Hanson) | Victorian Christmas | Circle of life lyrics - Elton John,  |
| **Year 6** | On a Beam of Light (A Story of Albert Einstein) by Jennifer Berne.  | Treasure Island by RL Stevenson | Swallows and Amazons by Arthur Ransom | Resilience:You are Awesome by Matthew Syed | The Arrival by Shaun Tan | WW2: Once by Morris GleitzmanLetters from the Lighthouse by Emma CarrollGoodnight Mister Tom by Michelle Magorian  |
| The Dot by Peter Reynolds  |
| Evolution (Charles Darwin and Moth by Isabel Thomas | Drive: Incubus (Song) |

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| Books with a simple plot and style | **Non linear time sequences** | **Complexity of the narrator** | **Figurative/ symbolic texts**  | **Archaic** | **Resistant Text** |

**Classic Text**

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read James Madison, Frederick Douglass and Edmund Spenser when they get to college.

**Non-linear time sequences**

In passages written exclusively for students—or more specifically for student assessments— time tends to unfold with consistency. A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them.

**Complexity of the Narrator**

Books are sometimes narrated by an unreliable narrator- Scout, for example, who doesn’t understand and misperceives some of what happened to her. Or the narrator in Edgar Allan Poe’s “The Tell-Tale Heart” who is a madman out of touch with reality. Other books have multiple narrators such as Faulkner’s As I Lay Dying. Others have non-human narrators such as the horse that tells the story in Black Beauty. Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.

**Figurative/Symbolic Texts**

Figurative and symbolic texts. Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues. Many of these texts feature strong characters, who can be explored in greater depth along with symbolic settings.

**Resistant Texts**

When authors write resistant texts, they mean for the material to be difficult to understand, to deliberately resist easy meaning-making by readers**.**