

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 prosody 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 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 build 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 comprehension strategies to support developing understanding. Lessons focus on:

- de-coding and fluency
- prosody
- comprehension

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

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

Reading strategies are further supported through the use of diverse, high-quality varied texts in writing lessons.

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.

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 2 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.

Catholic Social Teaching

Catholic social teaching (CST) is rooted in Scripture and formed by the wisdom of Church leaders. It is our moral compass, guiding us on how to live out our faith in the world. Our Mission as a school is focused on empowering an inclusive community, founded on Gospel values. Through our application of the seven principles of Catholic Social Teaching we aim to develop pupils' understanding of how the Gospel values are the golden thread which runs through all areas of the curriculum. For our reading curriculum, direct links have been made between different principles of CST and the texts used. These will be discussed in lessons thereby empowering our children to link their faith to their learning. These links are not exhaustive but rather a starting point. Teachers and pupils are encouraged to discuss all aspects of CST as appropriate

Dignity of the human person
Family and Community
Solidarity and The Common Good
Dignity of Work and the Rights of Workers
Rights and Responsibilities
Option for the Poor and Vulnerable
Stewardship of God's creation

Texts

In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books. At St Joseph's we are on a journey to ensure that our children can access a range of text 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:

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

Poetry is a regular feature of our reading curriculum, and our poetry 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 Reading curriculum

* Denotes extracts (Rainbow MAT planning for Y3-6)

Each class has 3-4 allocated class novels which will be read daily for 10 mins. These books will also form the basis of 1 WCR lesson per week. Additional text selections can be made from the Class Reading for Pleasure Spine, the Reading Newsletters, recent publications or based on pupil interest. Other reading lessons are based on a range of texts and extracts as set out below.

Books with a simple plot and style	Non linear time sequences	Complexity of the narrator	Figurative/ symbolic texts	Archaic	Resistant Text
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Giraffes Can't Dance by Giles Andreae CST: Dignity of the Human Person	Room on the Broom, / Stick Man/ The Gruffalo by Julia Donaldson CST: The Common Good & Stewardship	My First Book of Planets CST: Stewardship	Katie in London by James Mayhew	The Three Billy Goats Gruff Jack and the Beanstalk CST: Stewardship	Poetry: Mad about Minibeasts CST: Stewardship
	Once there were Giants / Owl Babies by Martin Wadell CST: Family and Community	Pumpkin Soup by Helen Oxenbury CST: Rights and Responsibilities	I Am Neil Armstrong by Brad Meltzer CST: The Dignity of Work & Rights and Responsibilities	Chapatti Moon by Pippa Goodheart CST: Solidarity and The Common Good	Cinderella CST: Family and Community	The Ugly Five by Julia Donaldson CST: The Common Good & Stewardship
	Goldilocks and the Three Bears	We're Going on a Bear Hunt by Michael Rosen CST: Family and Community	The Little Red Hen Festivals	Hansel and Gretel CST: Family and Community	The Gingerbread Man	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>CST: Rights and Responsibilities</p> <p>Supertato by Sue Hedra</p> <p>Funnybones by Alan Ahlberg CST: The Dignity of the Human Person</p>	CST: The Dignity of Work	<p>Around the World CST: Solidarity and The Common Good</p>	The Great Eggscape (Supertato) by Sue Hendra	<p>The Elves and the Shoemaker CST: The Dignity of Work</p> <p>Little Red Riding Hood CST: Rights and Responsibilities & Family and Community</p> <p>The Three Little Pigs CST: The Dignity of Work</p>	
Weekly poetry to share at home as well as regular reading of a range of rhymes including traditional rhymes and rhyming stories.			<p>Whatever Next by Jill Murphy CST: Family and Community</p> <p>Q Pootle 5 by Nick Butterworth CST: Dignity of the Human Person</p> <p>The Smeeds and the Smoos by Julia Donaldson CST: Dignity of the Human Person</p> <p>The Magical Yet by Angeli DiTerlizzi CST: Dignity of the Human Person</p>	<p>A is for Africa by Ifeoma Onyefulu CST: The Common Good</p> <p>We're Roaming Through the Rainforest by Laurie Krebs CST: Stewardship</p>		<p>Growing Frogs CST: Stewardship</p> <p>The Dinosaur Lady by Linda Skeers CST: The Dignity of Work</p> <p>A Seed in Need by Sam Godwin CST: Stewardship</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Stories and Poems	There will be daily story time using the Class Reading Spine and additional texts to meet the interests of the children/ support learning/ current events. Additionally, there will be a 'Poem of the Day' session where children will experience a range of poetry using the Poems to share books from the Poetry Spine.					
Year 1	Stick Man by Julia Donaldson CST: Stewardship & Dignity of the Human Person	The Tiger Who Came to Tea by Judith Kerr CST: Family and Community The Storm Whale by Benji Davies CST: Family and Community	Peter Rabbit by Beatrix Potter CST: Family and Community The Mixed Up Chameleon by Eric Carle CST: Stewardship & Dignity of the Human Person	The Great Explorer by Chris Judge CST: The Dignity of Work	Little Red by Beth Woolvin CST: Rights and Responsibilities & Family and Community The Extraordinary Gardener by Sam Boughton CST: Stewardship & The Common Good	Tidy by Emily Gravett CST: The Dignity of Work Omar, the Bees and Me by Helen Mortimer CST: Stewardship Katie and The Starry Night by James Mayhew CST: Stewardship
	Coming to England by Floella Benjamin CST: Solidarity and the Common Good	BBC Remembrance Film: Poppies CST: Rights and Responsibilities	50 Words about Nature: Animals by Lily Holland & Debbie Powell CST: Stewardship		Wings Waves and Webs by Robin Mitchell Cranfield CST: Stewardship	Usborne First Book about the Orchestra CST: The Dignity of Work & The Common Good
	Seasons Poetry – Brian Moses & Ellie Jenkins CST: Stewardship	Zim Zam Zoom (Poem) by James Carter CST: Stewardship	BBC Film Air Travel in the 20 th Century CST: The Dignity of Work Usborne What's inside Me? CST: The Dignity of the Human Person		Seaside Poems by Shirly Hughes CST: Stewardship At the Seaside by RL Stevenson. CST: Stewardship	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Class Novels These will be used in 1 WCR session per week	Big Sky Mountain by Alex Milway CST: Stewardship	How Winston Delivered Christmas by Alex T Smith CST: Family and Community	Cinderella By Max Eilenberg CST: Family and Community and The Common Good	Paddington Bear by Michael Bond CST: Family and Community	Ellie and the Cat by Mallorie Blackman CST: Rights & Responsibilities & The Common Good	Guinea Pig Superstar by Ali Pye CST: Family and Community & Solidarity and The Common Good
Year 2	The Barnabus Project by The Fan Brothers CST: Dignity of the Human Person Wilfred Gordon McDonald Partridge By Mem Fox CST Dignity of the Human Person	Where the Poppies Now Grow/ Peace Lily/ Flo of the Somme and The Christmas Truce by Hillary Robinson CST: Dignity of the Human Person & Rights and Responsibilities	NG Martin Luther King CST: Solidarity and the Common Good	The Proudest Blue/ The Kindest Red by Ibtihaj Muhammad CST: Dignity of the Human Person & Solidarity and the Common Good The Suitcase by Chris Naylor-Ballesteros CST: Option for the Poor	Little Beauty by Anthony Browne CST: Dignity of the Human Person The Fantastic Flying Books of Mr Morris Lessmore by William Joyce CST: The Dignity of Work	*The Long Walk to Freedom (Children's Version) by Nelson Mandela CST: Dignity of the Human Person & Rights and Responsibilities
	*Great Women in History – Katherine Johnson CST: Dignity of the Human Person & Solidarity and the Common Good The Gunpowder Plot (BBC film) CST: Rights and Responsibilities		The Way Home for wolf by Rachel Bright CST: Stewardship & Family and Community	The Owl and the Pussycat by Edward Lear CST: Stewardship & Family and Community	Poetry: Bed in Summer by RL Stevenson CST: Stewardship	1 story from; Wigglesbottom Primary: Breaktime Bunnies by Pamela Butchart CST: Family and Community
		The Donkey of Gallipoli by CST: Dignity of the Human Person & The Dignity of Work	Cats by Eleanor Farjeon. CST: Stewardship			When Daddy Fell Into the Pond by Alfred Noyes CST: Family and Community

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Class Novel These will be used in 1 WCR session per week	Alien in the Jam Factory by Crissie Sains CST: The Dignity of Work	Planet Omar: Accidental Trouble Magnet by Zanib Mian CST: Dignity of the Human Person & Family and Community		The Iron Man by Ted Hughes CST: Dignity of the Human Person, Rights and Responsibilities & The Common Good		The Nothing To see Here Hotel by Steve Butler CST: Dignity of the Human Person & Family and Community
Year 3	*Stig of the Dump by Clive King CST: Dignity of the Human Person *Henry's Freedom Box by Ellen Levine CST: Dignity of the Human Person * Katherine Johnson: Counting on Katherine by Helene Becker CST: Solidarity and the Common Good & The Dignity of Work	*Anisha Accidental Detective by Serena Patel CST: Family & Community & The Common Good *The Promise by Nicola Davies CST: Option for the Poor Coming Home by Michael Morpurgo (Writing unit) CST: Stewardship & Family and Community	Rock and Roll by Hazel Terry CST: Stewardship *Stone Girl Bone Girl by Laurence Anholt CST: Dignity of Work & Dignity of the Human Person	Oranges in No Man's Land by Elizabeth Laird CST: Option for the Poor *The Iron Woman by Ted Hughes CST: Stewardship; Dignity of the Human Person, Rights and Responsibilities & The Common Good	*A Seed is Sleepy by Sylvia Long CST: Stewardship	*Smoot – A rebellious shadow by Michelle Cuevas CST: Dignity of the Human Person Song: My lighthouse – Rend Collective CST: The Common Good
	*When I Grow up from Matilda the Musical CST: Rights and Responsibilities	Stonehenge by Elizabeth Raum CST: Stewardship & The Dignity of Work	Pebble in my Pocket by Meredith Hooper CST: Stewardship	Poetry: The Sound Collector by Roger McGough CST: The Common Good	Bloom by Anne Booth CST: Stewardship	*Hatshepsut CST: Dignity of the Human Person

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Class Novels These will be used in 1 WCR session per week	Crater Lake by Jennifer Killick CST: Family and Community	The Lion, The Witch and The Wardrobe by CS Lewis CST: Dignity of the Human Person, Family and Community & Rights and Responsibilities	How to Train your Dragon by Cressida Cowell CST: Family and Community		Butterfly Lion by Michael Morpurgo CST: Stewardship, Family and Community 7 solidarity and The Common Good	
Year 4	Song Lyrics: Who's Laughing Now by Jessie J CST: Dignity of the Human Person Bridge Over Troubled Water by Simon and Garfunkel CST: Option for the Poor Read All About It by Emeli Sande CST: Solidarity and The Common Good	*Romulus and Remus by Rudyard Kipling CST: Dignity of the Human Person, Family and Community & Rights and Responsibilities *Tail End Charlie by Mick Manning CST: Solidarity and The Common Good	Black Dog by Levi Pinfold CST: Dignity of the Human Person Ravi's Worry by Tom Percival CST: Dignity of the Human Person	Selected poems: Poems from a Green and Blue Planet by Sabrina Mahfouz CST: Stewardship	Mufaro's Beautiful Daughters by John Steptoe CST: family and Community	Norse Myths by Kevin Crossley-Holland CST: Rights and Responsibilities
		*Ancient Rome BBC Film CST: Rights and Responsibilities & The Common Good *Boudica: A Celtic Love Song CST: Rights and Responsibilities & The Common Good		It's a No Money Day by Kate Milner CST: Option for the Poor	*The Rhythm of the Rain by Grahame Baker Smith CST: Stewardship	Granny Sugarcakes by John Lyons CST: family and Community From A Railway Carriage by RL Stevenson CST: Stewardship & Rights and Responsibilities
	*Mo. Lottie and the Junkers by Jennifer Killick CST: Family and Community	*No Man's Land by Eric Bogle CST: Solidarity and The Common Good	Women Poets: Emily Bronte, Ann Ridler and Amy Lowell CST: Solidarity and The Common Good			*Thomas Edison CST: The Dignity of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Class Novel These will be used in 1 WCR session per week	The Boy at the Back of the Class by Onjali Q. Rauf CST: Option for the Poor		Oh Maya Gods by Maz Evans CST: Solidarity & The Common Good		The Secret of Haven Point by Lisette Auton CST: Option for the Poor and Solidarity and The Common Good	
Year 5	Disney songs: I've Got A Dream (Tangled) CST: Rights and Responsibilities Be Prepared (The Lion King) CST: Rights and Responsibilities Musical lyrics;	*War Horse by Michael Morpurgo CST: Stewardship & Solidarity and The Common Good *Wild Boy by Rob Lloyd Jones	*Floodlands by Marcus Sedgewick, CST: Family and Community *A Girl Called Owl by Amy Wilson.	*Changing materials - article about chromatography CST: Stewardship	*Cicada, by Shaun Tan CST: Dignity of Work & Dignity of the Human Person *Wonder by R.J Palacio CST: Dignity of the Human Person	*Kensuke's Kingdom by Michael Morpurgo CST: Solidarity and The Common Good & Rights and Responsibilities
	*Margaret Hamilton CST: Dignity of the Human Person & Dignity of Work	'Twas The Night Before Christmas by Clement Moore CST: Family and Community	*Spurting Science: Mentos and Coke CST: Rights and Responsibilities	My Name is not Refugee by Boy 87 by Ele Fountain CST: Option for the Poor	*Life cycle of a butterfly (non-fiction text) CST: Stewardship	You will be found (Dear Evan Hanson) CST: Dignity of the Human Person
	*The Hobbit by JRR Tolkien	*Lilian Bader CST: Dignity of the Human Person, The Common good & Dignity of Work	Eleanor Rigby by The Beatles CST: Option for the poor		Circle of life lyrics - Elton John, CST: Rights and Responsibilities	Ada's Violin: The Story of the Recycled Orchestra of Paraguay Susan Hood & Sally Wern Comport CST: Stewardship & The Dignity of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Class Novel These will be used in 1 WCR session per week	While The Storm Rages by Phil Earle CST: Dignity of the Human Person, Family and Community & Rights and Responsibilities		Windrush Child by Benjamin Zephaniah CST: Option for the Poor & The Common Good		The Explorer by Katherine Rundell CST: Stewardship	
Year 6	On a Beam of Light (A Story of Albert Einstein) by Jennifer Berne CST: The Dignity of Work	WW2: CST: Dignity of the Human Person, Solidarity and The Common Good, Family and Community & Rights and Responsibilities *Once by Morris Gleitzman *Letters from the Lighthouse by Emma Carroll *Goodnight Mister Tom by Michelle Magorian	Invictus by William Ernest Henley CST: Dignity of the Human Person; Rights and Responsibilities & The Common Good	*You are Awesome by Matthew Syed CST: Dignity of the Human Person,	Spooky Openings: *Malanmander by Thomas Taylor *The Dreamsnatcher by Abi Elphinstone	*The Good Thieves by Katherine Rundell CST: Solidarity and The Common Good
	*Can I build Another Me? by Shinsuke Yoshitake CST: Dignity of the Human Person			The Dot by Peter Reynolds CST: Dignity of the Human Person		*Goodnight Stories for Rebel Girls: *Michelle Obama *The Bronte Sisters
	Caged Bird by Maya Angelou CST: Dignity of the Human Person; Rights and Responsibilities & The Common Good I, Too by Langston Hughes. CST: Dignity of the Human Person		*Evolution: Charles Darwin CST: Stewardship *Moth by Isabel Thomas CST: Stewardship	We Refugees by Benjamin Zephaniah CST: Option for The Poor		

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