



Reading Policy

January 2021

Our Reading Rationale

Reading is at the heart of our curriculum. We want children to experience a range of key texts, authors and genres by the time they leave our school which will hopefully ignite a love of reading throughout their lifetime. Key texts to learn by heart (appendix D) were chosen by researching Pie Corbett's Reading Spine. We chose texts which link to themes and / or high quality picture books which we feel are imperative to a child's education in order to inspire them through literature.

All of the texts we have chosen are rich in vocabulary as 90% of vocabulary is only really encountered when reading and is not used in speech. Stanovich, K.E (1993)

In Nursery, we have chosen key texts which have a focus on repetitive language. This is to aid children's communication and language skills as they start school below age related expectations within this area.

In Reception, we have chosen to focus on traditional tales. This is because we have found that exposure to such texts impacts positively on the children's play within continuous provision.

In Key Stage One, we have chosen texts which are imaginative in order to promote and enthuse children to produce high quality writing. Within the summer term of year 2, we begin to promote feature authors as we feel children should begin to have a preference in book, author, genre and style of writing. This continues within Key Stage Two, where children study a range of texts by feature authors as well as a range of texts which link to topics studied within afternoon sessions.

Early Years Foundation Stage & Key Stage One Reading Provision

EYFS and Key Stage One children participate in Read, Write, Inc where they learn to recognise sounds and read words through blending and segmenting and then by sight. Sessions are daily and last for one hour. Each child is placed within a phonic group based on their phonic knowledge and ability. This is decided and changed half termly when they are assessed by the Read, Write, Inc Lead – Miss Norman. (See RWI policy for more details) Additionally, Key Stage One children listen to and explore a range of high quality texts as part of their independent writing programme. (See appendix A)

Key Stage Two Reading Provision

Key Stage Two children have completed the Read, Write, Inc phonic programme and are able to read fluently. They participate in a daily guided reading session which lasts 30 minutes.

What will I need to carry out a guided reading session?

Before the guided reading session begins you will need –

- Class texts from the long term plan – one between two (Appendix B)
- Guided Reading Workbooks (Dark Blue - lined)
- Questions planned from the text to match a specific domain

What is Guided Reading?

Guided reading is where children, year 2 – year 6, put into practice their developing reading skills and understanding in a structured situation. Children read a whole class text, fiction or non-fiction, to further develop their independent reading strategies for both word level and comprehension. The focus of the session is comprehension; with 10 minutes spent reading and 20 minutes spent learning and deepening reading comprehension skills linked to the Key Stage Domains. At Seascope Primary School, we want our guided reading sessions to inspire children to read a broad range of texts and instil a love of reading.

What are the Reading Domains?

Key Stage One Reading Domains

1a	Draw on knowledge of vocabulary to understand texts
1b	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	Identify and explain the sequence of events in texts
1d	Make inferences from the text
1e	Predict what might happen on the basis of what has been read so far

Key Stage Two Reading Domains

2a	Give / explain the meaning of words in context
2b	Retrieve and record information / identify key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph
2d	Make inferences from the text / explain and justify inferences with evidence from the text
2e	Predict what might happen from details stated and implied
2f	Identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	Identify / explain how meaning is enhanced through choice of words and phrases
2h	Make comparisons within the text

Home Readers:

Every child in school will take a school reading book home. This will correlate to their individual reading level. It is expected that children read their home reader three times per week with an adult at home and that an adult signs their reading journal. Their home reader will be changed each week or when completed.

Key Stage One children completing the Read, Write, Inc programme will take home a matched additional Read, Write, Inc story e.g. if a child is in green RWI group they will take home a green RWI story so that it is at the correct level and so that they recognise the characters.

Children who are not completing the Read, Write, Inc programme will take home a banded book. Each band correlates to specific year group expectations, which means that all books are appropriate for the age and the reading level of each child. (See Appendix C for the book band progression chart)

Additional Reading Sessions

Children participate in additional reading sessions as part of an intervention programme. Currently all Pupil Premium children complete the Oxford Owl Reading Buddy twice per week with their class teacher. This is a reading programme where they can read an e-book or their paperback banded book and then take a quiz online relating to the book. This programme matches directly with the banded home reader books.

Additionally, all Key Stage One children are read with at least once per week by their class teacher where the focus on is word level reading alongside some oral comprehension questions. Children in need of phonic intervention will receive 1:1 phonic support with a trained teaching assistant. Lastly, volunteers often read with Pupil Premium children throughout the school as a boost for those children who perhaps do not have an adult to read with at home.

Appendices

Appendix A – Texts shared through independent writing

Autumn 1 8 weeks	Weeks 1 – 2		Weeks 3 - 4		Weeks 5 - 6		Weeks 7 - 8	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2
Text	Handwriting formation focus	Alfie and the Big Boys – Shirley Hughes x1	Handwriting formation focus	Willy the Wimp - Anthony Browne x1	The Three Little Pigs – Ladybird X1	Cotton wool Colin - Jeanne Willis x1	The Three Billy Goats Gruff – Ladybird x1	The Rainbow Fish – Marcus Pfister x2
Autumn 2 7 weeks								
	Y1	Y2	Y1	Y2	Y1	Y2	Y1 (1 week)	Y2 (1 week)
Text	Halloween / Bonfire night – non-fiction writing	Halloween / Bonfire night – non-fiction writing	The Gruffalo – Julia Donaldson x1	Some thing Else – Kathryn Cave x2	Aliens Love Underpants – Claire Freedman x1	Lost and Found – Oliver Jeffers x1	Christmas writing – Literacy Shed Link	Christmas writing – Literacy Shed Link
Spring 1 6 weeks								
	Y1	Y2	Y1	Y2	Y1	Y2		
Text	Giraffes can't Dance – Giles Andreae x1	Moon Zoom – Carol Ann Duffy x1	Jack and the Beanstalk – Usborne First Reading x2	Jack and the Jelly Beanstalk – Rachael Mortimer x1	Watch me grow: Butterfly - DK	Watch me grow: Frog – DK X1		
Spring 2 6 weeks								
	Y1	Y2	Y1	Y2	Y1	Y2		
Text	How to Catch a Star – Oliver Jeffers x1	The Fish who could wish – John Bush x2	My Friend the Weather Monster – Steve Smallman x1	The Day the Crayons Quit – Oliver Jeffers x1	Whiffy Wilson the wolf who wouldn't go to bed – Caryl Hart x1	Imagine you are a Crocodile – Karen Wallace x2		
Summer 1 5 weeks								
	Y1	Y2	Y1	Y2	Y1	Y2		
Text	Grandad's Island – Benji Davies x1	Little Croc's Purse - Lizzie Finlay x1	Not Norman A Goldfish Story – Kelly Bennett x2	The Selfish Crocodile- Faustin Charles x2	The Lighthouse Keeper's Lunch – Ronda & David Armitage x1	Underwater Farmyard - Carol Ann Duffy x1		
Summer 2 7 weeks								
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2
Text	All in One Piece – Jilly Murphy x2	The Tunnel – Anthony Browne x1	Zog and the Flying Doctors – Julia Donaldson x1	The Bear and the Piano – David Litchfield x1	Poetry	Poetry	Writing based on own experiences of the beach trip	Writing based on own experiences of the beach trip

Appendix B – Texts studied within guided reading sessions (subject to change)

	Autumn term 14 weeks	Spring 1 7 weeks	Spring 2 7 weeks	Summer 14 weeks
<p>KS1 Year A</p> <p>Topic</p>	<p>TOPIC – Toys</p> <p>SCIENCE – Exploring Everyday Materials/ What are Toys made from</p>	<p>TOPIC – The Great Fire of London</p> <p>SCIENCE – My body Growth and survival</p>	<p>TOPIC – The Great Fire of London</p> <p>SCIENCE - Identifying Plants Growing plants</p>	<p>TOPIC – Beaches</p> <p>SCIENCE – Seaside objects Identifying animals Living in habitats</p>
<p>KS1 Year A</p> <p>Guided Reading Text & Writing Context (Y2)</p>	<p>Phonics Programme</p> <p>Comprehension Programme</p>	<p>Y2 Text B - The Owl Who Was Afraid of the Dark – Jill Murphy</p>	<p>Y2 Text A – We Need Insects (2 Four Corners)</p> <p>Y2 Text B – Roald Dahl – the Twits x14</p>	<p>Roald Dahl – the Twits – continued</p> <p>Y2 Text A – Crossing the Atlantic (2 Four Corners) x6</p> <p>Y2 Text B – The Pirates Next Door – Jonny Duddle x12</p>
<p>KS1 Year B</p> <p>Topic</p>	<p>TOPIC – Transport</p> <p>SCIENCE – My body Growth and survival</p>	<p>TOPIC – Our Local Area</p> <p>SCIENCE – Seasonal Change</p>	<p>TOPIC – Our Local Area</p> <p>SCIENCE – Identifying Plants / Growing plants</p>	<p>TOPIC – Oceans</p> <p>SCIENCE – Seaside objects Identifying animals Living in habitats</p>
<p>KS1 Year B</p> <p>Guided Reading Text & Writing Context (Y2)</p>	<p>Phonics Programme</p> <p>Comprehension Programme</p> <p>Y2 Text A – The Book of Space (2 Four Corners) x6</p>	<p>Y2 Text A -Could we live on the moon? (2 Four Corners) x4</p> <p>Y2 Text B – Roald Dahl – George’s Marvellous Medicine</p>	<p>Y2 Text B – Hodgeheg – Dick King Smith x15</p> <p>Y2 Text B - Flat Stanley – Jeff Brown x9</p>	<p>Flat Stanley – Jeff Brown – Continued</p> <p>Y2 – Text A - Journey to the Undersea Gardens (2 Four Corners) x10</p>
<p>LKS2 Year A</p> <p>Topic</p>	<p>TOPIC – Ancient Greece</p> <p>SCIENCE – Light and Shadows / Changing sound</p>	<p>TOPIC – Invaders</p> <p>SCIENCE – Eating and digestion</p>	<p>TOPIC – Tapestry</p> <p>SCIENCE – Living in Environments</p>	<p>TOPIC – Mountains</p> <p>SCIENCE – Circuits and conductors / how plants grow</p>
<p>LKS2 Year A</p> <p>Guided Reading Text &</p>	<p><u>Author Focus</u></p> <p>Y3 Text A – Island Life (3 Four Corners) x10</p> <p>Y3 Text B – BFG –</p>	<p><u>Topic Link</u></p> <p>Y3 Text B – A Jiggy McCue Story Nudie Dudie – Michael Lawrence</p>	<p><u>Author Focus</u></p> <p>Y3 Text B – The Butterfly Lion (Michael Morpurgo) X24</p>	<p><u>Author Focus</u></p> <p>Y3 Text A – Robots (3 Four Corners) X7</p> <p>Y3 Text B –</p>

Writing Context	Roald Dahl x12 Y4 Text A - In the Mountains (Four Corners) x4 Y4 Text B – Matilda – Roald Dahl x16	Y4 Text B – How To Train Your Dragon- Cressida Cowell	Y4 Text B – The Dancing Bear (Michael Morpurgo)	Gangsta Granny – David Walliams x15 Y4 Text A – Knight life (4 Four Corners) x7 Y4 Text B – Demon Dentist – David Walliams x13
LKS2 Year B Topic	TOPIC – Stone Age – Iron Age SCIENCE – Rocks, fossils and soils	TOPIC – Earthquakes and Volcanoes SCIENCE – Forces and magnets	TOPIC – Rivers and Erosion SCIENCE – States of matter / under the Sea	TOPIC – Romans SCIENCE – Health and movement
LKS2 Year B Guided Reading Text & Writing Context	<u>Topic Link</u> <u>Y3 Text A</u> – The Secrets of Stonehenge –Mick Manning x17 <u>Y3 Text B</u> – Stone Age Boy – Satoshi Kitamura x18 <u>Y3 – Text C</u> – The Pebble in my Pocket x7 <u>Y4 Text A</u> – Fossil Seekers (4 Corner Stones) <u>Y4 Text B</u> - Stig of the Dump – Clive King	<u>Topic Link Y3 / Author Focus Y4</u> <u>Y3 Text B</u> – The Firework Maker’s Daughter – Phillip Pullman x10 <u>Y4 Text B</u> –Harry Potter and the Philosopher’s Stone - J.K. Rowling	<u>Author Focus</u> <u>Y3 Text A</u> – A Year in Antarctica (Four Corners) x8 Y3 Text B – The Magic Finger – Roald Dahl x50 <u>Y4 Text B</u> –Harry Potter and the Philosopher’s Stone - J.K. Rowling x20 (continued) <u>Y4 Text A</u> - Hurricane (Four Corners) x5	<u>Topic Link Y3 / Author Focus Y4</u> <u>Y3 Text B</u> – Iron Man – Ted Hughes x18 <u>Y4 Text B</u> – The Witches – Roald Dahl x12
UKS2 Year A Topic	TOPIC – Mayans SCIENCE – Properties and changes of materials	TOPIC – Tudors SCIENCE – changes and reproduction / healthy bodies	TOPIC – Victorians SCIENCE – Great British Scientists	TOPIC – Rainforest SCIENCE – Life cycles / classifying organisms
UKS2 Year A Guided Reading Text & Writing Context	<u>Topic Link</u> <u>Y5 Text A</u> – Light and Shade (5 Four Corners) x4 <u>Y5 Text B</u> – The Boy who Swam with Piranhas – David Almond x23 <u>Y6 Text A</u> – Living in Harsh Lands (6	<u>Author Focus</u> Y5 Text B –War Horse (Michael Morpurgo) x1 Y6 Text B – Kenzuke’s Kingdom (Michael Morpurgo)	<u>Author Focus</u> Y5 Text B – Fields of Gold (Michael Morpurgo) Y6 Text B – Kenzuke’s Kingdom (Michael Morpurgo) Continued	<u>Topic Link</u> <u>Y5 Text A</u> – Going Solo (5 Four Corners) x20 <u>Y5 Text B</u> – Tom’s Midnight Garden – Philippa Pearce x22 <u>Y6 Text A</u> - Staying Healthy (6

	Four Corners) x7 Y6 Text B – Journey to the river Sea – Eva Ibbotson x20			Four Corners) x7 <u>Y6 Text B</u> – Sky Hawk – Gill Lewis
UKS2 Year B Topic	TOPIC – World War II SCIENCE – Seeing light / Earth and Space	TOPIC – Alaska SCIENCE – Evolution and Inheritance	TOPIC – USA SCIENCE – Changing circuits	TOPIC – Egyptians SCIENCE – Forces in Action changes and reproduction / healthy bodies
UKS2 Year B Guided Reading Text & Writing Context	<u>Topic Link</u> Y5 Text B – Goodnight Mister Tom – Michelle Magorian x6 Y6 Text B – The Boy in the Striped Pyjamas – John Boyne x12	<u>Topic Link</u> <u>Y5 Text A</u> – Building An Ice Hotel (5 Four Corners) x6 <u>Y5 Text B</u> – Cosmic –Frank Cottrell x17 <u>Y6 Text A</u> – Airborne (6 Four Corners) x17 <u>Y6 Text B</u> – Northern Lights Phillip Pullman	<u>Author Focus</u> <u>Y5 Text A</u> – Four Great Cities (5 Four Corners) x6 <u>Y5 Text B</u> – Holes – Louis Sachar x25 <u>Y6 Text A</u> – Outdoor Adventures (6 Four Corners) x6 <u>Y6 Text B</u> – There’s a Boy in the Girl’s Bathroom – Louis Sachar	<u>Author Focus</u> Y5 Text B – Granny – Anthony Horowitts Y6 Text B – Alex Rider Stormbreaker – Anthony Horowitts x17

Year Group	Book Band Colour	Oxford Level	Oxford Stage	RWI Colour
Reception	Pink	1+	1	Ditties
Reception	Red	2	2	Red
Reception	Yellow	3	2	Green / Purple
Year 1	Blue	4	3	Pink
Year 1	Green	5	3	Orange
Year 1	Orange	6	4	Yellow
Year 2	Turquoise	7	4	Blue
Year 2	Purple	8	5	Grey
Year 2	Gold	9	5	
Year 2	White	10	6	
Year 2	Lime	11		
Year 3	Brown	8, 9, 10, 11		
Year 3	Grey	12, 13		
Year 4	Grey	14		
Year 4	Dark Blue	15		

Appendix C – Year group expectations

Year 5	Dark Blue	16		
Year 5	Dark Red	17		
Year 6	Dark Red	18, 19, 20		

Appendix D – Seascope’s Reading Spine

Key Texts to Learn By Heart

Nursery

- The Gingerbread Man
- Little Red Riding Hood
- Goldilocks and the Three Bears
- Each Peach Pear Plum by Allan Ahlberg
- The Very Hungry Caterpillar by Eric Carle
- Going On A Bear Hunt by Michael Rosen
- Dear Zoo by Ross Campbell
- Guess How Much I Love You by Sam McBratney

Reception

- Jack and the Beanstalk
- The Three Little Pigs
- The Three Billy Goats Gruff
- The Ugly Duckling
- The Enormous Turnip
- Little Red Hen by J.P Miller
- Hairy Mcclairy by Lynley Dodd
- The Tiger Who Came To Tea by Judith Kerr
- The Gruffalo by Julia Donaldson
- Stick Man by Julia Donaldson

Year 1

- Where the Wild Things Are by Maurice Sendak
- Snail and the Whale by Julia Donaldson
- Aliens Love Underpants by Claire Freedman
- Giraffes Can’t Dance by Giles Andreae
- The Lighthouse Keeper’s Lunch by Ronda Armitage
- Room on the Broom by Julia Donaldson
- What the Ladybird Heard by Julia Donaldson
- Peace at Last by Jill Murphy
- Rainbow Fish by Marcus Pfisher

Year 2

- Owl Babies by Martin Waddell
- How to Catch a Star by Oliver Jeffers
- Six Dinner Sid by Igna Moore
- The Selfish Crocodile by Faustin Charles
- The Tunnel by Anthony Browne
- On the Way Home by Jill Murphy

Features Authors

Spring / Summer Term

- Oliver Jeffers
- Jill Murphy

Feature Authors

Let's Promote a Love of Reading

Year 3

- Anthony Browne
- Roald Dahl
- David Walliams

Year 4

- Roald Dahl
- David Walliams
- J.K Rowling

Y3 Anthony Browne Suggested Texts

- The Tunnel
- Gorilla
- Willy the Wimp
- Little Beauty
- Voices in the park

Y4 Roald Dahl Suggested Texts

- The Witches
- Matilda
- Charlie and the Chocolate Factory
- Danny the Champion of the World
- James and the Giant Peach
- Charlie and the Glass Elevator

Y3 Roald Dahl Suggested Texts

- Fantastic Mr Fox
- George's Marvellous Medicine
- The Twits
- The BFG
- The Magic Finger
- The Giraffe and the Pelly and Me

Y4 David Walliams Suggested Texts

- Gangsta Granny
- Grandpa's Great Escape
- The Midnight Gang
- Awful Auntie

Y3 David Walliams Suggested Texts

- Mr Stink
- Demon Dentist
- Bad Dad
- Billionaire Boy

Y4 J.K Rowling Suggested Texts

- Harry Potter and the Philosopher's Stone
- Harry Potter and the Chamber of Secrets
- Harry Potter and the Prisoner of Azkaban
- Fantastic Beasts & Where to Find Them
- Quidditch Through the Ages

Feature Authors

Let's Promote a Love of Reading

Year 5 & 6

- Michael Morpurgo
- Anthony Horowitts
- Philip Pullman

Y5 -Michael Morpurgo Suggested Texts

- War Horse
- The Wreck of Zanibar
- Farm Boy
- The Dancing Bear
- The Butterfly Lion
- Best Mates

Y6 -Michael Morpurgo Suggested Texts

- Kensuke's Kingdom
- Shadow
- The War of Jenkins
- Running Wild
- Waiting for Anya
- Alone on a Wide Wide Sea

Y5 Anthony Horowits Suggested Texts

- Granny
- The Switch
- The Devil and his Boy
- Groosham Grange

Y6 Anthony Horowits Suggested Texts

- Alex Rider – Stormbreaker
- Alex Rider (10 book collection)
- The Diamond's Brothers in the Falcon's Malteser
- The Diamond's Brothers in Public Enemy Number Two

Y5 Philip Pullman Suggested Texts

- Clockwork
- The Adventures of John Blake
- The Adventures of the New Cut Gang
- The Amber Spyglass
- The Subtle Knife

Y6 Philip Pullman Suggested Texts

- Northern Lights
- Once Upon a Time in the North
- The Golden Compass
- Grimm Tales
- The Book of Dust – Volumes 1&2

Y5 / 6 J.K. Rowling Suggested Texts

- Harry Potter and the Goblet of Fire
- Harry Potter and the Order of the Phoenix
- Harry Potter and the Half-Blood Prince

Key Stage One -Coverage of Key Texts to Learn By Heart

Nursery		Reception	
Term	Text	Term	Text
Autumn 1	-Guess How Much I Love You- Sam McBratney	Autumn 1	-The Tiger Who Came to Tea- Judith Kerr -The 3 little pigs
Autumn 2	-Each Peach Pear Plum- Allen and Janet Ahlberg -Dear Zoo- Rod Campbell	Autumn 2	-Stick Man- Julia Donaldson -The Ugly Duckling
Spring 1	-Goldilocks and the Three Bears	Spring 1	-Jack and the Beanstalk -The Enormous Turnip- Aleksy Nikolayevich Tolstoy
Spring 2	-The Very Hungry Caterpillar- Eric Carle	Spring 2	-The Gruffalo- Julia Donaldson -Little Red Hen
Summer 1	-We're Going on a Bear Hunt- Michael Rosen	Summer 1	-The Three Billy Goats Gruff
Summer 2	-Little Red Riding Hood	Summer 2	-Hairy Mclary- Lynley Dodd

Year 1 Coverage of Key Texts to Learn By Heart

Autumn 1	<ul style="list-style-type: none"> • Rainbow Fish by Marcus Pfisher • Room on the Broom by Julia Donaldson
Autumn 2	<ul style="list-style-type: none"> • Where the Wild Things Are by Maurice Sendak • Aliens Love Underpants by Claire Freedman
Spring 1	<ul style="list-style-type: none"> • What the Ladybird Heard by Julia Donaldson
Spring 2	<ul style="list-style-type: none"> • Snail and the Whale by Julia Donaldson
Summer 1	<ul style="list-style-type: none"> • Giraffes Can't Dance by Giles Andreae • The Lighthouse Keeper's Lunch by Ronda Armitage
Summer 2	<ul style="list-style-type: none"> • Peace at Last by Jill Murphy

Guided reading guidance list

Here is a list of banded books in the order of progression from Reception – Year 6. It is the teacher's assessment which will define which book is appropriate for each child.

- Dandelion readers (focus on word time set 1 sounds – blending and segmenting)
Located in KS1 reading cupboard
- Oxford reading tree – sight readers (focus on set 1, 2 and 3 RWI sounds including red common exception words)
- stage 1, stage 2 and stage 3 are appropriate for children from Ditties leading up to pink RWI group. (Located in the library cupboard)
- RWI books – match directly to the child's current reading level / colour group
- All guided reading books are sorted into packs with elastic bands and are placed on the appropriate shelf on the outer of the library area. Please ensure all books are put back in their packs and that they are all placed on the correct shelf.

Reviewed: 19.01.21 – Miss A Moorfield

To be reviewed: 19.01.22