

Executive Summary for: Reading

Date: Autumn 2022

Leader: Eileen Beechey (EYFS/KS1) and Lucy Richardson (KS2)

Link Governor: Angela Johnson

Term	Year 3	Year 4	Year 5	Year 6	
CLASS TEXTS, CORE KNOWLEDGE, CORE CONCEPTS, KEY VOCABULARY					
Autumn Class Texts	George's Marvellous Medicine, by Roald Dahl Funny Bones, by Janet and Allan Ahlberg Shakespeare: Twelfth Night A Thing Called Snow, by Yuval Zommer	Stone Age Boy, by Satoshi Kitamura The Wild Girl, by Chris Wormell Shakespeare: Twelfth Night Christmas Text: Leah's Star, by Miroslav Holub	Flotsam, by David Weisner Shakespeare: Twelfth Night The Christmas Truce	The Eye of the Wolf, by Daniel Pennac Shakespeare: Twelfth Night Christmas Text: Play script for Y6 Christmas Performance	
Spring Class Texts	Into the Forest, by Anthony Brown The Tunnel, by Anthony Brown (read to compare to 'Into the Forest') Pebble in my Pocket, by Meredith Hooper&Chris Coady King of the Sky, by Nicola Davies The Promise, by Nicola Davies Visual Text: Mega City	The Miraculous Journey of Edward Tulane, by Kate DiCamillo Gregory Cool, by Caroline Binch The Great Kapok Tree, by Lunne Cherry	The Boy, the Mole, the Fox and the Horse, by Charlie Mackesy There's a Boy in the Girls' Bathroom, by Louis Sachar	War of the Worlds, by H. G. Wells Voices in the Park, by Anthony Brown The Highwayman, by Alfred Noyes	
Summer Class Texts	Grandpa Chatterjee, by Jamila Gavin The Extraordinary Gardener, by Sam Broughton Fly Eagle Fly, retold by Christopher Gregorowski	The Iron Man, by Ted Hughes Visual Text: La Luna, by Enrico Casarosa Varjak Paw, by SF Said	Journey to Jo'Burg, by Beverly Naidoo Non-Fiction texts about Volcanoes and Earthquakes Float (Visual Text), by Bobby Rubio	Weslandia, by Paul Fleischman Non-fiction texts about Bude and local area Non-Fiction texts about Space	
Reciprocal Reading Key Vocabulary	<p>'Fab Four' language that the adults model and children use: Predict: I suppose, I imagine, I think...will happen because..., I wonder if... Question: I wonder..., Why...?, How...?, What if...?, Why do you think...? Clarify: I didn't understand the so I (reread, read on, read around it); I look for word parts that I know; I sound out and blend the sounds together; I ask a friend; I can use a dictionary to check meaning Summarise: The most important ideas are...; This book was about...; (first, next, then, finally); The main characters are...; A problem occurs when...; This paragraph was about...</p>				
Core Knowledge and Concepts	<ul style="list-style-type: none"> -apply knowledge of root words, prefixes and suffixes, to understand the meaning of new words -Listening to and discussing a wide range of texts. -Reading and exploring the structure and purpose of a wide range of books. -Orally retelling -identifying themes -preparing poems and playscripts to perform -using dictionaries to check the meaning of words -discussing and explaining the meaning of words in context. -asking questions to help clarify -summarising ideas -drawing inferences and justifying with evidence -predicting -discussing words and phrases that capture the reader's imagination -identify how language, structure and presentation contribute to meaning. -retrieve and record information from non-fiction -participate in discussion, listening and taking turns. 		<ul style="list-style-type: none"> -Explore morphology and etymology of words to understand the meaning of new words. -Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books. -read books that are structured in different ways and read for a range of purposes -make comparisons within and across books -increase familiarity with a wide range of books, including books from other cultures and traditions -prepare poems and plays to read aloud and perform, showing understanding through intonation, tone, volume so the meaning is clear to the audience. -discuss their understanding of books and explore the meaning of words in context -ask questions to improve understanding -summarise the main ideas from a paragraph, identifying key details to support the main ideas -draw inferences, such as characters' feelings, thoughts and motives from their actions, and justify with evidence. -predict what might happen from details stated and implied -identify how language, structure and presentation contribute to meaning -discuss how authors use language, including figurative language, and the impact on the reader -distinguish between statements of fact and opinion -retrieve, record and present information from non-fiction -recommend books that they have read to their peers, giving reasons -participate in discussions about books, building on their own and others' ideas and challenging views courteously -explain and discuss their understanding of what they have read, including through formal presentations and debates – provide reasoned justifications for their views 		

INTENT/WHY?

We aspire for our children to:

- Develop an enthusiasm for reading and an enjoyment of books, which leads to a desire to want to read for both pleasure and for information.
- Develop the skills and competencies necessary to read fluently, understand and respond to a variety of texts (both fiction and non-fiction).
- Develop the skills of reading necessary for information gathering and for the purpose of study.
- Develop reading in all subjects to support their acquisition of knowledge.
- Read widely at school and at home and use the library at school to help do so.
- Leave St. Mary's with a life-long love for reading.

Autumn	Developing fluency (automaticity, accuracy, prosody) Igniting passion for reading.	Developing technical and analytical skills. Broadening vocabulary. Word confidence.	Joy of reading and lifetime love. Understanding of the cultural significance of stories. Embedding the importance of being questioning and active readers. Awareness of misinformation.	Broadening reading habits. Trying new genres and texts. Becoming active readers – questioning. Hone analytical skills and analysis of texts and types, including inference and deduction.
Spring	Broadening minds and attitudes. Developing a love of words and meanings. Lifelong love of reading.	Why read different types of books & texts? Understanding “genre”.		
Summer				

IMPLEMENTATION

Autumn Spring Summer	<ul style="list-style-type: none"> -Reciprocal Reading whole class sessions, using the ‘Fab Four’: predict, question, clarify and summarise -Echo Reading for Fluency -Recommended Reads from the children and staff -Hot seating and drama opportunities in the role of a character. -Story time -Research in Science and Humanities lessons, using non-fiction books and reliable sources on iPads/Notebooks. -Sharing and celebrating books donated by families -Accelerated Reader quizzes once a child has finished their book -World Book Day – share stories -Poetry and playscript performances -Reading their own stories to children in another class -Opportunities to quietly read their book in class and discuss them. -Home learning: parents are encouraged to use the same reciprocal reading language at home whilst discussing books with their children. -School council elections – preparing and reading aloud a speech including reasons to be elected 	<ul style="list-style-type: none"> -Reciprocal Reading whole class sessions, using the ‘Fab Four’: predict, question, clarify and summarise -Echo Reading for Fluency -Recommended Reads from the children and staff -Hot seating and drama opportunities in the role of a character. -Story time -Research in Science and Humanities lessons, using non-fiction books and reliable sources on iPads/Notebooks. -Sharing and celebrating books donated by families -Accelerated Reader quizzes once a child has finished their book -World Book Day – share stories -Poetry and playscript performances -Reading their own stories to children in another class -Opportunities to quietly read their book in class and discuss them. -Home learning: parents are encouraged to use the same reciprocal reading language at home whilst discussing books with their children. -School council elections – preparing and reading aloud a speech including reasons to be elected 	<ul style="list-style-type: none"> -Reciprocal Reading whole class sessions, using the ‘Fab Four’: predict, question, clarify and summarise -Debates -Echo Reading for Fluency -Recommended Reads from the children and staff -Hot seating and drama opportunities in the role of a character. -Story time -Research in Science and Humanities lessons, using non-fiction books and reliable sources on iPads/Notebooks. -Sharing and celebrating books donated by families -Accelerated Reader quizzes once a child has finished their book -World Book Day – share stories -Poetry and playscript performances -Reading their own stories to children in another class -Opportunities to quietly read their book in class and discuss them. -Home learning: parents are encouraged to use the same reciprocal reading language at home whilst discussing books with their children. -School council elections – preparing and reading aloud a speech including reasons to be elected 	<ul style="list-style-type: none"> -Christmas and Summer performances (learning playscripts and performing with expression, intonation and correct volume) -Debates --Reciprocal Reading whole class sessions, using the ‘Fab Four’: predict, question, clarify and summarise -Echo Reading for Fluency -Recommended Reads from the children and staff -Hot seating and drama opportunities in the role of a character. -Story time -Research in Science and Humanities lessons, using non-fiction books and reliable sources on iPads/Notebooks. -Sharing and celebrating books donated by families -Accelerated Reader quizzes once a child has finished their book -World Book Day – share stories -Poetry and playscript performances -Reading their own stories to children in another class -Opportunities to quietly read their book in class and discuss them. -Home learning: parents are encouraged to use the same reciprocal reading language at home whilst discussing books with their children. -School council elections – preparing and reading aloud a speech including reasons to be elected
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LINKS TO? (Cross curricular History, Geography and Science links, PSHE, Values etc)

<p>Whole Year</p>	<ul style="list-style-type: none"> -History links -KS2 Shakespeare Focus every -Autumn Two -Christmas Texts -Science (Amazing Bodies; Rocks) -Geog: Read 'A River' in Geog. Sessions/story time -Stories read in Worship linked to our values, e.g. Kindness, perseverance, courage, celebrating differences -Caring for our world (Mega City; The Extraordinary Gardener) -PSHE (Fly Eagle Fly – link to own lives and future; King of the Sky: immigration/loneliness/friendship/meaning of home) 	<ul style="list-style-type: none"> -History links – Stone Age Boy in Aut. 1 -KS2 Shakespeare Focus every Autumn Two -Christmas Texts -Science/Geog. (Rainforest/The Amazon/Human Impact linked to The Great Kapok Tree) -Geography (comparing settings in Gregory Cool) -Stories read in Worship linked to our values, e.g. Kindness, perseverance, courage, celebrating differences -Caring for our world (The Great Kapok Tree) -PSHE (The Miraculous Journey of Edward Tulane – love/friendship/resilience; The ---Wild Girl – friendship/loneliness/perseverance) 	<ul style="list-style-type: none"> -History links -KS2 Shakespeare Focus every Autumn Two -Christmas Texts -Geography (non-fiction texts about volcanoes and earthquakes) -Stories read in Worship linked to our values, e.g. Kindness, perseverance, courage, celebrating differences -Caring for our world (Flotsam) -PSHE (There's a Boy in the Girl's Bathroom – bravery/ acceptance/ believing in yourself); Journey to Jo'burg – love/commitment/resilience/ family; The Boy, The Mole, The Fox and The Horse – courage/friendship/hope) 	<ul style="list-style-type: none"> -History links -KS2 Shakespeare Focus every Autumn Two -Christmas -Geography (non-fiction texts about our local area and Bude – School Journey) -Science: non-fiction texts about Space -Stories read in Worship linked to our values, e.g. Kindness, perseverance, courage, celebrating differences -Caring for our world (Weslandia) PSHE (The Highwayman – love/fear/ ethical decisions; Voices in the Park – different families; friendship; loneliness; relationships; The Eye of the Wolf – ethical issues of animals in captivity; hope; friendship; family; love)
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