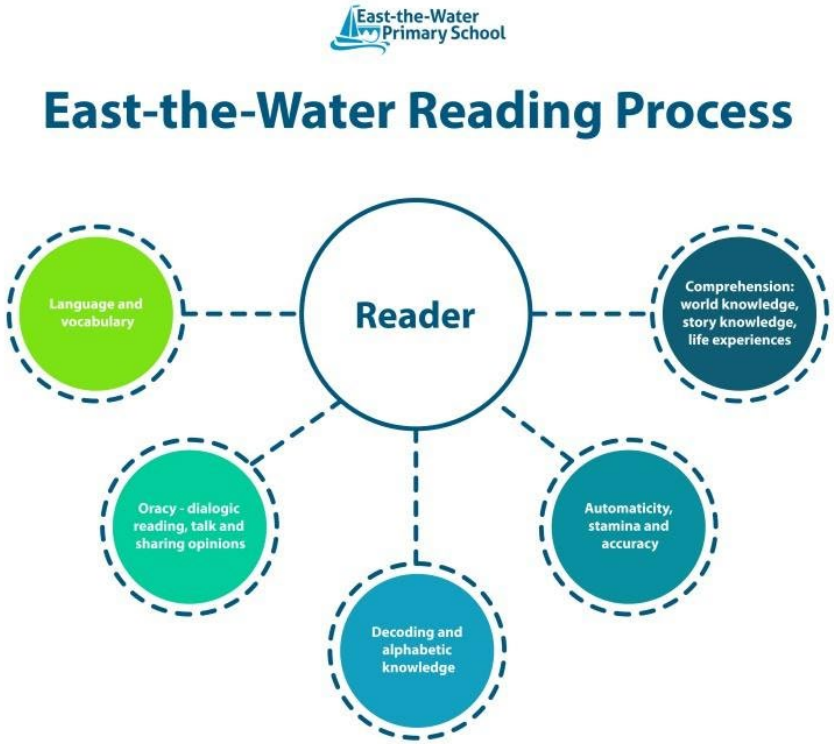
Reading Curriculum Map

At East-the-Water Primary School, we understand that reading allows access to the wider curriculum for every child. There are two key components of teaching reading: word reading and comprehension. Both of these skills are explicitly taught at every stage of learning and interwoven to ensure that every child develops into a confident reader. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds (NC, 2014).



Below is the overview of reading provision for each year group, linked to the National Curriculum.

	FS	Y1	Y2	Y3/4	Y5/6
Reading aloud to the children					
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading Widening knowledge of texts and authors, including non-fiction and poetry		Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts Making connections within a book	Introducing children to a wider range of authors and contexts e.g. historical and cultural	Exposing children to challenging and archaic texts, e.g., language, themes and structures.
Implementation	Daily exposure to quality books for a minimum of ten minutes Development of a reading spine Principles of Just Read applied within teaching of reading lessons Talk Through Stories Programme (YR and Y1)				
Core texts	Teachers will follow a sequence of story time texts noted on the English long-term plan ensuring a coverage of fiction, non-fiction, poetry and plays.				
Independent reading and home/school reading					
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills		Reading age-appropriate books Increasing stamina	Choosing appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read short novels independently with understanding (by end of Y4)	Reading age appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage

Implementation	Decodable books selected based on link to RWI or Books selected by adult in class Books changed twice a week. RWI books changed every 3 reads Opportunity to take home a book to share for pleasure in addition to decodable text once a week on a Friday	Books selected based on age related range Teachers monitor and support book selection based on pupil's needs (BOOKFLIX) and encourage reading at home Teacher to make recommendations Children to make recommendations	
Guided reading			
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)		
Implementation	Daily RWI sessions (1 hour daily) Pupils will be taught to ask relevant questions linked to reading	Autumn term - Transition from RWI – Blue and Grey level include comprehension and children practising written responses whilst accessing decodable stories Daily 30 minute Whole Class Fluency sessions – reading comprehension woven through sessions Y2 children who remain on blue or grey level receive RWI as an intervention In summer term, teachers to use retrieval, inference and prosody progression	Year 3/4 – Daily 30 minute Whole Class Fluency sessions – reading comprehension woven throughout Year 5/6 - Daily 30 minute guided reading sessions (whole class, comprehension focus) with fluency elements included. Teachers to use retrieval, inference and prosody progression documents, alongside KS2 stem questions document to support comprehension progression. Teachers plan for teaching across the strands by following the reading comprehension guidance document. Pupils given opportunities to develop their reading fluency through guided oral reading instruction, including: ● Listening to adult as model ● echo-reading ● text-allocation ● repeated choral reading ● close reading

		documents to support guided reading teaching As part of GR session, independent activities enabling children to practise and apply reading skills.	• text marking • practise • performance • reflect As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher) An increasing expectation of written recording of understanding through KS2. Pupils are expected to engage in conversations, debates and performances based on the text, including: • Listening and responding to adults and their peers • Asking relevant questions to extend their understanding and knowledge • Articulate and justify their answers, arguments and opinions in a well-structured manner in discussions and debates • Speak audibly and fluently with increasing command of Standard English
Core texts	Please see the English long-term plan for an overview of teaching reading texts linked to key, progressive curriculum strands. Choice of text will support teaching of comprehension skills and with intention to expose pupils to different text-types and genres including fiction, non-fiction, poetry and plays. Traditional texts, texts with archaic language and texts from other cultures/traditions will also be chosen for the teaching of comprehension.		
Shared reading as part of teaching sequence			
Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently		

Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning), provide opportunities for repeated re-reading of the text to build fluency and comprehension.			
Core texts	Please see English long-term planning documents			
Core reading texts to support reading to learn across the curriculum				
Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
Implementation	Teachers to plan use of books to support curriculum and subject specific knowledge at appropriate times.			
Core texts	Please see English long-term planning documents			
Assessment				
Assessment Evidence in order to assess impact	EYFSP Phonic Screening Check (Y1) Observations of reading behaviour and talking to pupils RWI Phonic assessments, including fluency and pace occur half termly	SATs Phonics Screening Check Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading books On track children to be assessed on rate and prosody	Reading rate assessments Termly PiXL tests Observations of reading behaviour & talking to pupils Guided reading records Verbal and written book reviews & recommendations Written responses to reading activities Fluency rubric	SATs Reading rate assessments Termly PiXL tests Observations of reading behaviour & talking to pupils Guided reading records Verbal and written book reviews & recommendations Written responses to

				reading activities Fluency rubric
Assessment Expectations (what assessment criteria are used? When? Moderation?	RWI assessments are completed every 6 weeks. Formative assessment for RWI is used to ensure pupils keep up and meet ARE. Reading rates are tracked for children on blue/grey level RWI to ensure an increase in WPM Teachers use formative assessment to ensure children meet ARE. Termly summative assessment are completed by Year 2-6, data is then analysed to identify next steps for every child. Year Autumn 2 on track child to have completed RWI programme. Year 6 - External moderation twice a year. Year 6 to complete SATs test in May.			