



Curriculum design, LTP & Vocabulary Progression 2020/2021

At Gladstone Road Primary school we strongly believe that reading is a fundamental life skill which underpins every part of our curriculum. We are dedicated towards enabling our children to become independent readers who have high standards of fluency and comprehension. By providing our pupils with opportunities to develop the appropriate skills and attitudes to create a love of reading, we are confident that all our children will become lifelong readers who delve into books for enjoyment. At the heart of our reading curriculum is a range of high-quality texts which feed children's imagination and instil a permanent curiosity towards reading.

The **intent** behind our approach to Reading is to:

- Promote a love of reading
- Ensure that every child learns to read to a high standard of fluency and understanding, regardless of their background, needs or prior attainment.
- Close the 'word gap' by developing strong oral language skills and rich vocabulary, particularly in the early years
- Develop articulate and expressive learners who possess high levels of literacy

Reading is **implemented** through a variety of approaches whereby children are reading across the curriculum, individually or in groups. Across EYFS, KS1 and KS2 reading is highly prioritised and the teaching of reading is always of a high-quality standard.

- We have high expectations that all teachers and support staff have an up-to-date, expert knowledge in the teaching of reading and how to support and promote this fundamental subject area.
- In EYFS, reading is an utmost priority. We focus on developing fluency, confidence and enjoyment of reading. Children are exposed to rich and varied texts that have been carefully selected to ensure a breadth of interests are taken into consideration as each text is used to inspire all areas of learning across the EYFS curriculum. We understand the importance of sharing stories written by timeless, influential authors as well as exciting and stimulating contemporary novelists. Adults consistently model language, vocabulary and syntax and we scaffold our learners in their own development in these areas. Each day EYFS pupils' receive a dedicated 25 minute story session where children will explore a diverse range of stories and poems, drawing on interests from the class or pockets of learning that have emerged in free flow.
- In KS1, reading is an utmost priority. We promote a love of reading through developing fluency and confidence. Children are exposed to a variety of texts to help develop the skills that they need to be independent and confident readers. We implement this through:-
 - Carefully planned story sessions at the end of each day. These include a diverse range of stories, poems, non-fiction texts links linked to the topics that we are covering.
 - Guided reading sessions. These books are linked to the phonics phase that the children are on. Each week the children are exposed to five different activities during the guided reading session. A pre read session. They discuss key vocabulary, sounds and tricky words within the text. They then have a guided reading session. This focuses on the fluency and comprehension aspects of the text. They explore the looking, clueing and thinking questions. This is then extended further into the follow-on activity. They have the opportunity for a phonics task. This again is linked to the phonics phase that they are on. They then have the opportunity for a storying session. The children retell stories through role play or a reading for pleasure session. This includes a range of texts including fiction, non fiction, poetry, comics and so on.
 - Individual reading is promoted at least three times a week with an adult. This encourages fluency and confidence.
- Through KS2 reading is implemented through a rigorous 'Guiding Reading' approach where inspiring and challenging texts are used in an innovative and inspiring way. This approach is delivered consistently across the key stage:



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- 'Text-mark': Children unpick a story or text and reflect on their first impressions, drawing basic inferences and conclusions in the first instance.
- 'Vocabulary Session': Age-appropriate tasks developed around vocabulary such as synonyms, grammatical features and language. The key principle is to foster deeper understanding of words and language choices and we achieve this through a variety of opportunities such as dictionary and thesaurus work and visualisation tasks.
- 'Looking, Clue, Thinking Questions': The 'looking question' requires children to use basic comprehension retrieval skills where explicit answers can be located in the text. 'Clue' questions encourage children to use their inference and deduction skills to pick 'clues' from the text, meaning they are encouraged to use the basis of evidence and reasoning to justify their answers. 'Thinking questions' require children to think deeply and connect their thinking beyond the text to their own experiences or judgements.
- Age-related target extension task: At the end of the week children are provided with opportunities to meet other expectations in their reading curriculum.
- As well as the meticulous teaching of reading for each phase there are daily opportunities for teachers to model reading which gives children the opportunity to listen to excellent use of expression and intonation as well as further developing oral discussions across a wider range of texts.
- The ongoing assessment of children's reading progress is monitored closely so that timely measures can be implemented for any pupil who is falling behind. Where a child falls behind, targeted support is given in line with our 'keep up, not catch up' expectation.
- To ensure that children become proficient and fluent readers by the end of Key Stage 1, we implement the systematic 'Letters and Sounds' phonics programme (See 'Phonics Curriculum Design' for further information.)

Teachers encourage reading for pleasure by:

- Reading out loud to children at least once per day
- Providing stimulating reading environments such as book corners and reading posters
- Encourage children to share their book choice recommendations and opinions
- Engaging in reading workshops in the local community such as 'Tea Time Tales' and other National Literacy Trust incentives.
- Visits to the local library to encourage freedom of choice
- Regular visits to our school library which offers a diverse range of fiction and non-fiction texts.
- Encouraging reading at home through reading challenge incentives, and ensuring that additional reading for pleasure books are provided as well as fully-decodable phonics books
- Inviting parents and carers to join reading sessions (EYFS and KS1)
- Developing reading diets by promoting key authors
- Teaching staff writing book reviews sharing personal preferences and inspiring children to do the same

The **impact** of our approach to Reading is that children are self-sufficient readers who are excited to share their love of books. They use rich and text-inspired language to discuss reflections and can talk passionately about their favourite authors.



What our children say:

"I love reading! I like big books when you can join in with words like trip-trap!" Harry, EYFS

"Reading is exciting and I wish books were real" Keira, Year 1

"I love reading because it's an adventure" CJ, Year 4

"Reading lessons are getting harder but that means they're getting more interesting. A challenge is good to keep being excited. It's useful if you want to become an author!" Cameron, Year 5

"We have huge reading debates in class. We don't always agree but it is good fun to find the evidence" Jennifer, Year 6

"The school library is really, really good. There's lots of exciting books to choose" Yasmin, Year 6



EYFS/KS1	Autumn Term	Spring Term	Summer Term
EYFS	<p>Reading Experiences based on key texts and authors.</p> <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Gingerbread Man • The Hungry Caterpillar • Dear Zoo • Handa's Surprise • Room on the Broom • The Three Billy Goats Gruff • Harry and the Monster • Hansel and Gretel • The Gruffalo • Owl Babies • Little Robin Red Vest • The Christmas Story <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Listens attentively to familiar stories. • Can recognise and match picture labels and the silhouettes to objects in the environment. • Uses their own illustrations or props to retell a story. • Engages in story talk when in the role play area or small world. • Knows that print carries meaning and how to handle books. 	<p>Reading Experiences based on key texts and authors.</p> <ul style="list-style-type: none"> • The Three Little Pigs • Jack and The Beanstalk • Ten Little Pirates • Sharing a Shell • There was an Old Dragon who Swallowed a Knight (Possible Chinese New Year/St George's link) • The Easter Story • We're Going on a Bear Hunt • Supertato • What The Ladybird Heard • Little Red Riding Hood • The Very Busy Spider • Shark in the Park <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Talks about what they have read showing some emotional engagement. • Links sounds to letters when segmenting and blending CVC words. • Can read some common irregular words. • Reads and understands simple sentences, using phonic knowledge to decode regular words and reading them aloud accurately. • Describes in their own words what they have read in a fiction or non-fiction text. 	<p>Reading Experiences based on key texts and authors.</p> <ul style="list-style-type: none"> • The Frog Prince • Tyrannosaurus Drip • Whatever Next! • Aliens Love Underpants • The Rainbow Fish • Robot Rumpus • Enormous Turnip • Cinderella • Giraffes can't Dance • Elmer • The Lighthouse Keeper's Lunch • The Jolly Postman • The Train Ride <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable. • Read irregular, but high frequency words, to understand unfamiliar vocabulary. • Anticipate, where appropriate, key events in stories, non-fiction, rhymes and poems. • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (Listening & Attention)



Curriculum design, LTP & Vocabulary Progression 2020/2021

	<ul style="list-style-type: none"> Plays with rhyming words, alliteration and hears and says some initial letter sounds. Recognises familiar signs and labels, and their own name. Hears and says the initial sounds in words. Anticipates key events and phrases in rhymes and stories. (Listening & Attention) <p>Is able to retell simple stories. (Listening & Attention)</p>	<ul style="list-style-type: none"> Is able to respond to stories, asking questions and making comments. (Listening & Attention) 	Say a sound for each letter in the alphabet and at least 10 digraphs
Word Reading Vocabulary	Grapheme, digraph, trigraphs, blend, sound out, segment, tricky words, adjacent consonants, decodable, non-decodable, vowel, consonant, syllable, decode, phoneme		
Comprehension Vocabulary	Locate, discuss, Characters, settings, predict, theme, evidence, facts, explain		
Other Vocabulary	Story, genre, traditional tales, comic, author, blurb, front cover, rhythm, rhyme, alliteration, illustration, poem, poetry		



EYFS/KS1	Autumn Term	Spring Term	Summer Term
Year 1	<p>Key Texts:</p> <p>Ugly Duckling</p> <p>Three Little Pigs</p> <p>There are no dragons in this story.</p> <p>Instructions and lists.</p> <p>Dragon poems.</p> <p>Further reading experiences:</p> <p>Basic skills – simple sentences.</p> <p>Character descriptions</p> <p>Phonics sessions</p> <p>Guided Reading sessions</p> <p>Story sessions.</p> <p>Skills to be developed:</p> <p>Become very familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics</p> <p>Recognise and join in with predictable, repeated phrases</p>	<p>Key Texts:</p> <p>Beegu</p> <p>Toys in Space</p> <p>Gruffalo</p> <p>Percy the Park Keeper.</p> <p>Animal fact files</p> <p>Further reading experiences:</p> <p>Lists</p> <p>Instructions</p> <p>planet descriptions</p> <p>directions</p> <p>Letters</p> <p>Character Descriptions</p> <p>Phonics sessions</p> <p>Guided Reading sessions</p> <p>Story sessions.</p> <p>Skills to be developed:</p>	<p>Key Texts:</p> <p>The Tiny Seed</p> <p>Plant fact files</p> <p>Peter Pan</p> <p>Pirate poems.</p> <p>Further reading experiences:</p> <p>Character descriptions.</p> <p>Re telling favourite part of the story.</p> <p>Phonics sessions</p> <p>Guided Reading sessions</p> <p>Story sessions.</p> <p>Skills to be developed:</p> <p>Check that the text makes sense to them and correct inaccurate reading</p> <p>Explain clearly what is being read to them</p> <p>English Comprehension NTS</p> <p>Make sure that the children are secure with all objectives, making sure that they are using the text to answer questions.</p>



Curriculum design, LTP & Vocabulary Progression 2020/2021

	<p>Predict what might happen on the basis of what has been read so far 1E</p> <p>Explain clearly their understanding of what is read to them 1B</p> <p>English comprehension NTS.</p> <p>Become very familiar with key stories, fairy stories</p> <p>Learn to appreciate rhymes and poems and recite some by heart</p> <p>Discuss word meanings, linking new meanings to what they already know; (learn new vocabulary and use it to talk about books) 1A</p> <p>HAPS – begin written comprehension questions</p>	<p>Make some inferences on the basis of what is being said/ done.</p> <p>GR – EXS to be accessing written comprehension tasks.</p> <p>English comprehension NTS.</p> <p>Continue to embed previous objectives, particularly making inferences about the text. Make sure that the children are re reading the texts to find the answers.</p> <p>Check that the text makes sense to them and correct inaccurate reading</p>	<p>Learn to appreciate rhymes and poems and recite some by heart</p>
Word Reading Vocabulary	<p>Grapheme, digraph, trigraphs, blend, sound out, segment, tricky words, adjacent consonants, decodable, non-decodable, vowel, consonant, syllable, decode, phoneme</p> <p>Y1: Polysyllabic, Split digraphs, Letter names</p>		
Comprehension Vocabulary	<p>Locate, discuss, Characters, settings, predict, theme, evidence, facts, explain</p> <p>Y1: looking question, clue question, thinking question, inference, fiction, non-fiction, fluency</p>		
Other Vocabulary	<p>Story, genre, traditional tales, comic, author, blurb, front cover, rhythm, rhyme, alliteration, illustration</p> <p>Y1: Title page, contents page</p>		



EYFS/KS1	Autumn Term	Spring Term	Summer Term
Year 2	<p>Key Texts:</p> <p>Jack and the Beanstalk.</p> <p>Paddington</p> <p>Great fire of London</p> <p>Further reading experiences:</p> <p>Character descriptions.</p> <p>Story mapping.</p> <p>Persuasive letters.</p> <p>Alternative story endings.</p> <p>Parody</p> <p>Historical diary entry.</p> <p>Poetry</p> <p>Instructions.</p> <p>Skills to be developed: Become increasingly familiar with and retelling a wider range of key stories, fairy stories and traditional tales.</p> <p>Make predictions about what might happen.</p> <p>Answering and asking questions.</p> <p>Discussing the sequence of events in books and how items of information are related.</p>	<p>Key Texts:</p> <p>Man on the Moon.</p> <p>Meerkat Mail</p> <p>Story about Sunny</p> <p>Further reading experiences:</p> <p>Leaflet</p> <p>Instructions</p> <p>Narratives</p> <p>Space poems.</p> <p>Top trump cards – animal facts.</p> <p>Postcards.</p> <p>Skills to be developed:</p> <p>Asking and answering questions – listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Being introduced to non fiction texts that are structured in different way.</p> <p>Use relevant strategies to build up their vocabulary.</p>	<p>Key Texts:</p> <p>Emperors Egg</p> <p>The Lonely Beasts</p> <p>Further reading experiences:</p> <p>Poems</p> <p>Explanation</p> <p>Posters</p> <p>Character descriptions</p> <p>Recounts.</p> <p>Skills to be developed:</p> <p>Continue to embed previous objectives, particularly making inferences about the text. Make sure that the children are re reading the texts to find the answers.</p> <p>Recognise simple recurring literally language in stories and poetry.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Check that the text makes sense to them and correct inaccurate reading</p>



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	<p>Participate in discussion about books, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books.</p> <p>English comprehension NTS.</p> <p>Listening to, discussing and expressing views about non fiction text and poetry.</p> <p>Being introduced to non fiction texts that are structured in different ways.</p> <p>Discuss and clarify the meaning on words, linking new meanings to known vocabulary.</p> <p>Continuing to build up a repertoire of poems learnt by heart.</p>	<p>Become familiar with a wider range of books.</p> <p>Recognise simple recurring literally language in stories and poetry.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Check that text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss their favourite words and phrases.</p> <p>English comprehension NTS.</p> <p>Continue to embed previous objectives, particularly making inferences about the text. Make sure that the children are re reading the texts to find the answers.</p> <p>Being introduced to non fiction texts that are structured in different way.</p> <p>Use relevant strategies to build up their vocabulary.</p> <p>Become familiar with a wider range of books.</p> <p>Really make sure that the children are reading accurately and fluently</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>English Comprehension NTS</p> <p>Make sure that the children are secure with all objectives, making sure that they are using the text to answer questions.</p> <p>Check that the text makes sense to them and correct inaccurate reading</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
Word Reading Vocabulary	Grapheme, digraph, trigraphs, blend, sound out, segment, tricky words, adjacent consonants, decodable, non-decodable, vowel, consonant, syllable, decode, phoneme, Polysyllabic, Split digraphs, Letter names		
Comprehension Vocabulary	Locate, discuss, Characters, settings, predict, theme, evidence, facts, explain, looking question, clue question, thinking question, inference, fiction, non-fiction, fluency		



Other Vocabulary

Story, genre, traditional tales, comic, author, blurb, front cover, rhythm, rhyme, alliteration, illustration, Title page, contents page, index, glossary



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Curriculum design, LTP & Vocabulary Progression 2020/2021

KS2	Autumn Term	Spring Term	Summer Term
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Writing Vocabulary			



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KS2	Autumn Term	Spring Term	Summer Term
	•		
Writing Vocabulary			



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KS2	Autumn Term	Spring Term	Summer Term
	•		
Writing Vocabulary			