

The Reading Curriculum at Hindhayes

Reading Comprehension- reading for pleasure



Hooked on Thinking

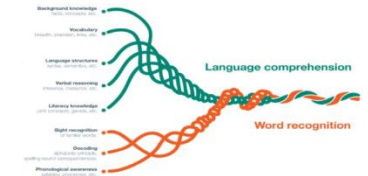
Working With and For Local Families

Recent research shows us that:

Bold Beginnings 2017 :Key findings in the most successful schools: “Story time was a valued part of the daily routine.” “Staff understood that sharing stories, alongside the teaching of phonics, formed the foundation of reading comprehension. As well as tuning in children’s ears to the structures and patterns of stories, the teacher’s retelling provided an opportunity to model fluency, expression and enjoyment. Importantly, reading is the context in which the typical Reception child encounters new vocabulary.”

EEF Improving Literacy at Key Stage 1: Recommendation 2: Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.

Scarborough Reading Rope



Reading Comprehension – Reading for pleasure at Hindhayes Under the trees with a veranda, bean bags and reading nooks sits our school library which the children borrow books from on a weekly basis. Children are encouraged to choose books that interest them from non-fiction to traditional tales, well loved classics and poems and rhymes. Local links with the library are strong with the English lead volunteering through the summer to promote the reading challenge. Tea, toast and reading daily before school, provides children with the opportunity to share a new or well-loved classic story with an adult. Story time online promoted through the schools Facebook page encourages children to listen to stories retold by the English lead and her family. Vulnerable children are part of the book shelf project through the year to enable them to stock their own book shelf with 18 books by the time they leave school. Story time is well established across the school with children in reception listening to up to and beyond three stories most days and older children enjoying longer reads through chapter books as well as returning to well-loved classics. Bedtime stories, dressing up days, poem of the week and Wow box days all encourage children to remember that books are to be enjoyed and to develop a life-long love of reading.

Pupils should be taught to:	Development of skills	Foundation Stage	Year 1	Year 2	Year 3 outcomes
develop pleasure in reading, motivation to read, vocabulary and understanding by:					develop positive attitudes to reading and understanding of what they read by:
listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read (Y1)	Readers in the Foundation Stage will: interact with a variety of texts across a wide variety of genres. Poem of the week will be shared and children will listen to stories, instructions and information as a part of their TalkforWriting journey. Children will discuss what they have heard.	Readers in year 1 will: work through a cycle of poetry, fiction and non-fiction as a part of their TalkforWriting journey. Children will have the opportunity to listen to these ambitious model texts designed to be at a level beyond that which they can read for themselves.		Readers in year 2 will: work through a cycle of fiction non-fiction and poetry chosen to develop specific reading and literacy skills. The children will analyse these higher-level texts as part of their T4W journey.	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read (Y2)	Readers in the Foundation Stage will: interact with a variety of texts across a wide variety of genres. Poem of the week will be shared and children will listen to stories, instructions and information as a part of their TalkforWriting journey. Children will discuss what they have heard. Children start in September by focussing on familiar nursery rhymes and associated familiar stories e.g. The Bear Went Over the Mountain & We're Going On A Bear Hunt	Readers in year 1 will: work through a cycle of poetry, fiction and non-fiction as a part of their TalkforWriting journey. Children will have the opportunity to listen to these ambitious model texts designed to be at a level beyond that which they can read for themselves. Children access poem of the week.		Readers in year 2 will: work through a cycle of fiction non-fiction and poetry chosen to develop specific reading and literacy skills as part of the T4W journey. Other ambitious texts will be shared during story times and in support of curriculum activities. Children are encouraged to ask questions and express their views as these texts are shared together through paired, group and whole class discussion.	
being encouraged to link what they read or hear read to their own experiences (Y1)	Readers will: have planned opportunities during Guided Reading children to talk about how what they have read or heard links to their own experiences. Children are asked to share thoughts about what they have heard after story time sessions.		Readers in year 2 will: Readers in year 2 will be encouraged to make links with their own experiences and other texts they are familiar with through literacy, guided reading and individual reading activities.		identifying themes and conventions in a wide range of books
discussing the sequence of events in books and how items of information are related (Y2)	Readers in the Foundation Stage will: use story mapping or nursery rhyme maps as a part of TalkforWriting activities to sequence events in stories they know well. Children learn familiar actions to aid sequencing and storytelling. Children will also have access to simple sequencing activities as a part of high quality provision in the classrooms. Familiar stories and traditional tales in TalkforWriting supports sequencing.	Readers in year 1 will: sequence events as a part of the TalkforWriting process. Read carefully selected Guided Reading material to focus on sequencing and complete sequencing follow up tasks.		Readers in year 2 will: sequence events as a part of the TalkforWriting process. Read carefully selected Guided Reading material to focus on sequencing and complete more formal sequencing follow up tasks.	
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (Y1)	Readers in the Foundation Stage will: use Pie Corbett literature spine books. Focus on traditional and key stories as a part of the TalkforWriting structure allowing children to immerse themselves in these stories through high quality linked provision in free flow areas of the class alongside structured and purposeful play opportunities.	Readers in year 1 will: build on Pie Corbett Literature Spine books. Fairy Tales such as The Three Little Pigs and Red Riding hood are a part of the two year rolling programme for Talk4Writing.			
become increasingly familiar with	Readers in the Foundation Stage will: use Pie Corbett literature spine books. Focus on traditional and key stories as a part of	Readers in year 1 will: build on Pie Corbett Literature Spine books. Fairy Tales such as The Three Little Pigs and Red Riding		Readers in year 2 will: continue to build knowledge of Pie Corbett Literature Spine Books. Fairy Tales	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and

and retelling a wider range of stories, fairy stories and traditional tales.(Y2)	the TalkforWriting structure allowing children to immerse themselves in these stories through high quality linked provision in free flow areas of the class alongside structured and purposeful play opportunities. Use alternate versions of familiar stories to widen children's 'story diet' e.g. Mr Wolf's Enormous Turnip.	hood are a part of the two year rolling programme for TalkforWriting.	such as The Three Javelinas and The Elves and the Shoemaker are a part of the two year rolling programme for Talk4forriting.	retelling some of these orally
begin to be introduced to non-fiction books that are structured in different ways (Y2)	Readers in the Foundation Stage will Be introduced to non-fiction texts in whole class story time as well as learning some non-fiction text maps (e.g. instructions for making a gingerbread man) to support language development.		Readers in year 2 will: become familiar with a wide range of non-fiction texts. These will include books, magazine articles, newspaper reports, fact files, instructions etc. The features of these texts will be discussed and explained as they are shared with the children.	reading books that are structured in different ways and reading for a range of purposes
recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart (Y1)	Readers in the Foundation Stage will access an environment rich in books and the pleasure of reading. Book corners and areas are inviting and well used. Teachers read aloud daily to the children and ensure that children hear nursery rhymes daily, many of which the children can recite by heart. Children listen to poem of the week.	Readers in year 1 will: learn to join in with predictable phrases and then build up skill in being able to rete whole stories through the TalkforWriting process (simplified to make them manageable and based on repeated phrases). Children listen to poem of the week.		
recognising simple recurring literary language in stories and poetry (Y2)	Readers in the Foundation Stage will:	Readers in year 1will:	Readers in year 2 will: begin to recognise the language that is linked to specific genres of text, eg. Once upon a time, or Did you know? These are displayed as part of a toolkit and the children can refer to these regularly.	
continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (Y2)	Readers in the Foundation Stage will:	Readers in year 1will:	Readers in year 2 will: be introduced to a variety of poems through guided reading, poem of the week and whole class story times. The children are encouraged to read with expression and rhythm, drawing links with music and keeping an aural beat to promote success.	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (for example, free verse, narrative poetry)
discussing word meanings, linking new meanings to those already known (Y1) + clarifying word meaning (Y2) discuss their favourite words and phrases (Y2)	Readers in the Foundation Stage will: be introduced to new vocabulary during Sounds-Write is discussed and shared / individual / guided reading. Words will be discussed and meaning explored. Links will be made to words the children already know. Teacher's plan to introduce specific vocabulary in Talk4Writing model texts. Guided Reading books are available to promote vocabulary growth.	Readers in year 1will: be introduced to ambitious words as they are included in model texts for TalkforWriting units, enabling teachers to discuss meaning and link to other words that the children may already know. Vocabulary is extended through planned activities rich in language and linked to recent training from the Somerset Literacy Network. Books are selected from a recommended list. Guided Reading books are available to promote vocabulary growth.	Readers in year 2 will: build on the work done in year one and clarify the meanings of words through using dictionaries and thesauruses. Children will be encourage to think about words in terms of their root.	using dictionaries to check the meaning of words that they have read