



Decoy Reading Curriculum Plan

Reading and Phonics

At Decoy, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following:

- Children take part in daily Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher.
- Each class has access to a reading area that is filled with books suitable for their reading age.
- Children who are not yet on Accelerated Reader, will work through our school reading scheme, Read, Write Inc. – these are levelled books which match the children's current reading age. We expect family at home to read these books with their child daily and make comments in their child's reading record.
- Children who are on Accelerated Reader, will read books at an appropriate level, which will provide challenge. After each book is read, children will take a quiz to check their understanding of what they have read. Every half-term, children will sit a STAR test to adjust book levels to ensure progress.

By the time children leave Decoy they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.



Reading for pleasure					
Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities To build preferences in reading and to choose to read To recognise authors and styles of reading that individuals enjoy Engaging in book discussion in a range of contexts, alongside both adults and peers Sharing and recommending a range of books				
Implementation	All reading contexts below contribute to developing reading for pleasure				
Curriculum Provision:					
	FS	Y1	Y2	Y3/4	Y5/6
Reading aloud to 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 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,	
Implementation	Daily exposure to quality books for a minimum of ten minutes Development of an agreed reading spine (a core of books that create a living library inside a child's mind. It is a store of classics and essential reads that help children engage at a deeper level and enter the world of the story.)				



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 Letters and Sounds phases Books selected by adult in class Books changed twice a week (once during the pandemic due to quarantining) Opportunity to take home a book to share for pleasure in addition to decodable text	Books selected based on AR range Teachers monitor through AR reports Opportunity to take home a book in addition to AR book		
Guided reading/reading instruction				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
Implementation	Daily Read, Write, Inc sessions Additional guided reading to ensure independent application and to develop comprehension skills	Daily guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability 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		
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)			
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	.We buy into the Devon Library service and they provide Topic boxes which are available for every class for each topic studied			
Assessment				
Assessment Evidence in order to assess impact (Examples only)	EYFSP Phonic Screening Check Observations of reading behaviour and talking to pupils Independent and home reading records Running records to assess fluency and accuracy Phonic assessments	SATs Phonics Screening Check Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records (teacher) Reading journals (children) Running records to assess fluency and accuracy	AR assessments (NFER/Testbase etc.) Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records (teacher) Verbal and written book reviews & recommendations Written responses to reading activities Reading journals (children)	SATs AR assessments (NFER/Testbase etc.) Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records (teacher) Verbal and written book reviews & recommendations Written responses to reading activities Reading journals (children)