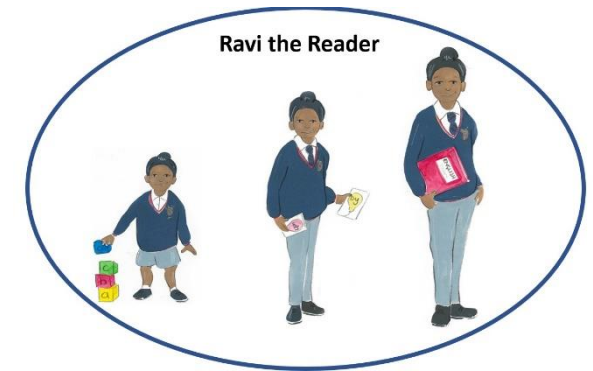




# English - Reading

## Long Term Planning

### Whole School Scheme of Learning



#### Intent- why our reading curriculum looks like this?

A passion for reading and a love of books is a key part of our educational provision here at Barley Fields Primary. The progressive development and eventual mastery of reading skills begins in nursery and is a key priority across the whole school. Our philosophy is for all children to find pleasure in reading and we allocate time each day to develop the habit of quiet reading or to listen to stories being read aloud by adults.

In school we have an extensive and rich literary environment with the provision of high-quality reading materials in all areas of the school including fiction, non-fiction, poetry and reference books. Every classroom contains a variety of books for reading or sharing and class readers are enjoyed by teachers and children alike.

We have carefully designed a structured and progressive reading curriculum which evolves as children progress through the school. Each year group teaches reading utilising a variety of approaches and teaching strategies which we have carefully selected and chosen to match the needs of our children.

Reading for pleasure	guided reading	reciprocal reading	individual reading	phonics	reading comprehension	Reading Plus	read and respond

Integral to each curriculum plan is a reading spine of books that form the basis of our extended reading curriculum. In every year group high quality children’s literature runs alongside the teaching and learning of writing and children are encouraged to discover the joy in reading books by a wide range of respected authors including Julia Donaldson, Roald Dahl, Michael Morpurgo, Charles Dickens and Shakespeare. Children are encouraged to read poetry and to learn by heart poems for performance to different audiences.

#### Implementation – How do we achieve this?

The teaching of reading is a timetabled part of every day and teachers will utilise a range of strategies in order to deliver the curriculum. Our medium-term schemes of learning ensure children experience balance within the curriculum and different teaching strategies are employed as the children develop more independence in their reading. The school reading pathway (indicated below) illustrates the typical reading journey children experience.

## Reading Resources

The implementation of our Reading curriculum is supported by a graded reading scheme which uses resources from a variety of published materials including:

					
Smart Kids Letters and Sounds	Schofield and Sims My Letters and Sounds	Floppy's Phonics and Oxford Reading Tree	Rigby Star and Rigby Rockets	Big Cat Phonics	Usborne Books

Our books are organised into resourcing for Guided Reading and Individual Reading and are graded by colour bands according to levels of challenge, phonic content and accessibility. These bandings are linked to age related expectations, curriculum end points and assessment of reading skills.

## Early Reading Development

We teach children to read using a synthetic phonic programme delivered alongside a programme for learning high frequency word sight recognition. We have designed a phonic curriculum which is based on the progressive expectations and stages of the Letters and Sounds Programme but has been enhanced and supported with a range of DfE approved phonics providers. At the centre of our curriculum we use the Floppy's Phonics reading scheme published by Oxford Reading Tree, a progressive and decodable reading scheme by Smart Kids and resources from Twinkl Phonics.



The implementation of our phonics curriculum is also supplemented with teaching materials from Jolly Phonics and Phonics play. Children in EY and KS1 begin their reading journey with decodable reading books linked directly to their phonic skills. This structured approach ensures all children develop fluent and competent readers.

In the development of early sight reading, we follow a programme known as Action Words which offers children a kinaesthetic approach to learning high frequency words. This is taught in Reception and Year 1 particularly and allows children to practically learn sight vocabulary / tricky words.



### Guided Reading and Reciprocal Reading

In teaching reading the school follows three progressive models of delivery – guided, reciprocal and individual reading. Our approaches are underpinned by taught comprehension and read and respond activities. The implementation of these strategies is linked to the age and ability of children but all are designed to aid the development of reading fluency, enhance comprehension and understanding and develop side the skills of inference and deduction.



From the end of Year 3 children also enhance their reading skills with the use of Reading Plus. This is an online adaptive reading programme designed to support individual readers using an extensive library of informational and narrative reading materials.

### Involving Parents

We recognise and value our shared role in developing your child’s skills as a reader from reading aloud and sharing books, to developing their understanding and skill in extracting information. We involve parents a great deal in the teaching of reading and staff will explain and support you in your important role in relation to this in each Key Stage. Every child will bring reading materials home daily along with a Reading Record. This book is used across the school and we ask you to make constructive comments and record when your child practices their reading at home. We really value your support in completing the Reading Record as it has a major impact on children’s progress.

Our children understand the core skills and knowledge needed to develop as a reader with the use of the school curriculum character – Ravi the Reader. This character is regularly used to encourage children to reflect on the key skills needed for reading with enjoyment and with understanding.

**Early Years  
Ravi the Reader**

- ✓ I love to read to adults.
- ✓ I enjoy looking at a range of books and stories.
- ✓ I enjoy listening to stories and join in with their retelling.
- ✓ I can hear and recognise phonic sounds in words.
- ✓ I can sound out new words when I read.
- ✓ I can read a range of sight vocabulary words.

**Key Stage 1  
Ravi the Reader**

- ✓ I love to read.
- ✓ I enjoy listening to stories read aloud.
- ✓ I use my phonic skills to read new words.
- ✓ I can independently read a range of books.
- ✓ I can talk about my reading and ask and answer questions.

**Key Stage 2  
Ravi the Reader**

- ✓ I love to read lots of different types of stories.
- ✓ I can read silently and with sustained concentration.
- ✓ I can talk about books by different authors.
- ✓ I understand the meaning of lots of different vocabulary.
- ✓ I can ask and answer questions about things that I have read.
- ✓ I enjoy finding things out through books that I read.

**Impact – how will we know our children are achieving?**

















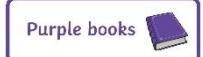

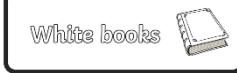


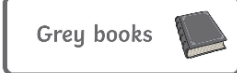
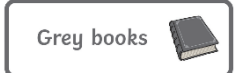


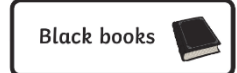
At Barley Fields we are proud of our children's attitudes towards reading which in turn lead to excellent attainment outcomes. By the end of each key stage, pupils are expected to know, apply and understand the skills and techniques specified in the relevant curriculum plans and guided reading assessment sheets.

Pupil attainment and progress is assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children. Children are assessed termly and a final summative assessment made at the end of the academic year. Children will be assessed as either Emerging, Developing, Secure or Exceeding, in accordance with Age Related Expectations.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book);
- Tracking of knowledge in pre and post learning activities;
- Pupil discussions about their learning (Pupil Voice);
- The annual tracking of standards across the curriculum. In EY, KS1 and KS2







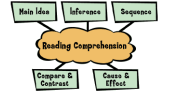
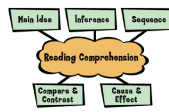
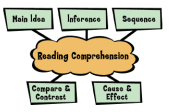



















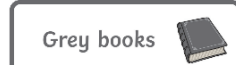
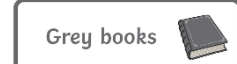


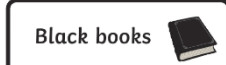


**AUTUMN 1 TERM**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Teaching Approach and Strategies</b>	 Share a Story Individual Reading	 Guided Reading	 Guided Reading	 Guided Reading	 Guided Reading	 Reciprocal Reading	 Reciprocal Reading
<b>Reading Plus</b> 					<b>Initial Assessment</b> A – Y2 B – Y3	<b>Initial Assessment</b> 5 Stories a week C – Y4 D – Y5	<b>Initial Assessment</b> 5 Stories a week D – Y5 E – Y6 F – Y7
<b>Reading Comprehension</b>			Whole class taught reading comprehension introduction 	Whole class reading comprehension 1x weekly.	Guided group reading comprehension	 Reciprocal / comprehension focus.	Literacy Shed +  UKS2 Chills and Thrills – 60 second reads
<b>Independent Reading Levels (Book Band Links)</b>	 Share a Story 	 	 	  	 	 	 
<b>Reading text focus</b>	Stories and activities to support Phase 1	Fiction	Fiction	Fiction	Fiction	Historical Fiction	Fiction
<b>Phonics Phase</b>	Phase 1 and 2	Phase 2 and 3 consolidation	Phase 5 recap <i>Intervention for children at Phases 4 and 5 who didn't pass phonics screening</i>	Phase 6 <i>Intervention for children at Phases 4 and 5 who didn't pass phonics screening</i>			


<p><b>High Frequency Words</b></p>		<p>Action Words Book 1</p> 	<p>Action Words Book 3</p> 				
<p><b>Reading for Pleasure - Class Reader (from year group reading spine)</b></p>	 	 		  	 		 
<p><b>Writing led texts</b></p>		 <p>Stories with a repeating pattern</p>	  	<p><b>The Gorilla</b></p> 			
<p><b>Enhanced provision for Reading for Pleasure</b></p>		  <p>Stories with Repetitive Phrases</p>	 <p>Short Chapter Books</p>		 <p>a dozen diverse children's books</p> <p>Diversity</p>	<p>Emma Carroll collection.</p> <p>Historical fiction</p> 	<p>A range of ghost stories</p> 

<p>Enhanced provision for Reading to learn</p>	 <p>Repetitive stories</p>	<p>Seasonal celebrations.</p> 	<p>Living Things Book Collections</p> 	  	<p>Range of non-fiction texts linked to Anglo-Saxons and Vikings Newspaper Articles</p>  	<p>Space texts. Sci-fi Epic! Collections</p>  	  
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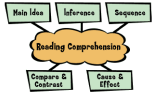

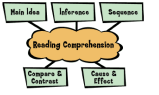


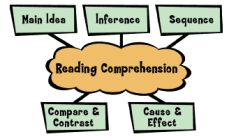

















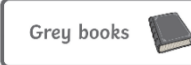


**AUTUMN 2 TERM**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Teaching Approach and Strategies</b>	  Action Words Individual Reading	 Guided Reading	 Guided Reading  Comprehension	 Guided Reading  Comprehension	 Comprehension	 Comprehension	 Reciprocal Reading
<b>Reading Plus</b>					5 Stories a week A – Y2 B – Y3	5 Stories a week C – Y4 D – Y5 E – Y6	5 Stories a week D – Y5 E – Y6 F – Y7
<b>Reading Comprehension</b>			Oxford Reading Tree Comprehensions – Turquoise/Purple Level Books	 	 	 	<ul style="list-style-type: none"> <li>A delightful Step sister</li> <li>Transport</li> <li>Benjamin Franklin</li> <li>The play thieves</li> </ul> 
<b>Independent Reading Levels (Book Band Links)</b>	 Share a Story  Pink books  Red books	 Blue books  Green books	 Turquoise books  Purple books	 Gold books  White books  Lime books	 Lime books  Grey books	 Grey books  Brown books	 Brown books  Black books
<b>Reading text focus</b>	Decodable reading scheme	Non-Fiction Poetry	Non-Fiction Poetry	Non-Fiction Poetry	Non-Fiction Poetry	Non-Fiction Poetry	Non-Fiction Poetry
<b>Phonics Phase</b>	Phase 2 and 3	Phase 4 Adjacent consonants	Phase 6	Phase 6			
<b>High Frequency Words</b>	Action Words Book 1 	Action Words Book 2 					




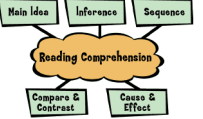
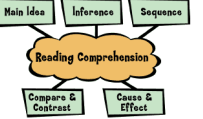









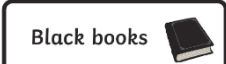


<p>Reading for Pleasure - Class Reader</p>			 <p>The Owl Who was afraid of the dark</p>				
<p>Writing led texts</p>				 <p>Coming Home by Michael Morpurgo</p>			
<p>Enhanced provision for Reading for Pleasure</p>	 <p>Christmas Stories</p>	 <p>Christmas Stories</p>	 <p>Christmas Stories</p>	 <p>How to Train Your Dragon Series</p>	<p>Emma Carroll collection.</p> 	<p>Shakespeare for Kids</p> 	
<p>Enhanced provision for Reading to learn</p>			 <p>Science led non-fiction</p>	 	 	 <p>Books that link to Ancient Egypt</p> 	<p>Books that link to Electricity</p> 

**Spring 1 TERM**





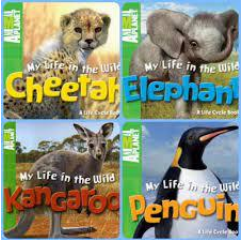

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Teaching Approach and Strategies</b>	Action Words Individual Reading 	 Guided Reading	 Guided Reading  Comprehension	 Guided Reading  Comprehension	 Reciprocal Reading	 Reciprocal Reading	 
<b>Reading Plus</b> 					5 Stories a week A- Y2 B – Y3 C – Y4	5 Stories a week C- Y4 D – Y5 E – Y6	5 Stories a week E – Y6 F – Y7 G – Y8
<b>Reading Comprehension</b>			 Jack and the Beanstalk, How to make a pancake, The Frog Prince	  	  Henry VIII and the Digestive System:	  Highwayman, Greek Myths and Ancient Greece	 Myths and legends, Werewolves
<b>Independent Reading Levels (Book Band Links)</b>	 	 	 	 			
<b>Reading text focus</b>	Decodable reading scheme	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
<b>Phonics Phase</b>	Phase 3	Phase 5a New graphemes	Phase 6				
<b>High Frequency Words</b>	Action Words Book 1 	Action Words Book 2 					

<p>Reading for Pleasure - Class Reader</p>		<p>Various Fairy Tales Who's afraid of the Big Bad Book?</p>				
<p>Writing led texts</p>	<p>Supertato</p>	<p>The Julia Donaldson Unit</p>	<p>Fairy Tales</p>	<p>Flanimals A POCKET GUIDE Flanimals RICKY GERVAIS</p>	<p>The True Story of the Three Little Pigs</p>	
<p>Enhanced provision for Reading for Pleasure</p>	<p>Supertato book collection</p>	<p>Stories by Julia Donaldson</p>	<p>Fairy tales</p>		<p>Fractured Fairy Tales</p>	
<p>Enhanced provision for Reading to learn</p>	<p>For the full range of enhanced reading provision subject specific MTPs.</p>	<p>Materials</p>				

Spring 2 TERM

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Teaching Approach and Strategies</b>	 Action Words Individual Reading	 Guided Reading	 Guided Reading Comprehension	 Guided Reading Comprehension	 Comprehension	 Comprehension	
<b>Reading Plus</b>					5 Stories a week A- Y2 B – Y3 C – Y4	Second benchmark Assessment C- Y4 D – Y5 E – Y6	5 Stories a week E – Y6 F – Y7 G – Y8
<b>Reading Comprehension</b>			 Literacy Shed VIPERS Pirate texts SATs Literacy Shed Practise	 	 	 Living Things Volcanoes, Earthquakes	Practice SATs paper 
<b>Independent Reading Levels (Book Band Links)</b>	 	 	 	 			
<b>Reading text focus</b>	Fiction and Non-Fiction	Fiction/Non-Fiction	Fiction/Non-Fiction (Instructional texts)	Non-Fiction	Non-Fiction	Non-Fiction	Non- Fiction
<b>Phonics Phase</b>	Apply Phase 3 in Phase 4	Phase 5b Alternative sounds	Phase 6				
<b>High Frequency Words</b>	Action Words Book 1 	Action Words Book 3 					

<p>Reading for Pleasure - Class Reader</p>		<p>The Tiger Who Came to Tea</p>	<p>Peter Pan</p> 				
<p>Writing led texts</p>		<p>The Tiger Who Came to Tea</p>  <p>The Judith Kerr Unit</p>					
<p>Enhanced provision for Reading for Pleasure</p>	<p>Eric Carle book collection</p> 	<p>Stories by Judith Kerr</p> 	<p>Pirate Boy</p>  <p>How I Became a Pirate</p>  <p>25 PERFECT PIRATE BOOKS FOR KIDS</p>  <p>James Cook</p> 	<p>Stories by Jeremy Strong</p> 	<p>Books by Anne Fine</p>  <p>Nonsense poetry</p>	<p>Poetry</p> 	

<p>Enhanced provision for Reading to learn</p>	 <p>For the full range of enhanced reading provision subject specific MTPs.</p>	<p>Texts that link to Our local area, DT, RE and Science.</p> 	<p>Non-Fiction Texts - Pirates</p> 	<p>Monsters – non fiction texts</p>  <p><b>epic!</b></p>	<p>Range of non-fiction texts linked to writing topic – nature documentary</p>  <p><b>epic!</b></p>	<p>Science – Evolution</p>  <p><b>epic!</b></p>
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	Summer 1 TERM						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Teaching Approach and Strategies</b>	 Guided Reading	 Guided Reading	 Guided Reading  Comprehension	 Reciprocal Reading  Comprehension	 Reciprocal Reading 	 Reciprocal Reading	 SATS Revision  SATS week 9.05.22
<b>Reading Comprehension</b>			Past SAT paper texts.   Literacy Shed VIPERS texts	 	  Texts linked to the Victorians, the Steam Engine and Sport	  Texts liked to debate writing, speeches by Greta Thunberg and Science	Practice SATs paper 
<b>Reading Plus</b>				Reading Plus Initial assessment	5 Stories a week B – Y3 C – Y4 D – Y5	5 Stories a week C – Y4 D – Y5 E – Y6	5 Stories a week E – Y6 F – Y7 G – Y8
<b>Independent Reading Levels (Book Band Links)</b>	 	 	 	 	 	 	
<b>Reading text focus</b>	Fiction and Non-Fiction	Fiction Poetry	Fiction Poetry	Fiction Poetry	Fiction Poetry	Fiction Poetry	Fiction Poetry
<b>Phonics Phase</b>	Consolidation	All phases consolidation					

<p><b>High Frequency Words</b></p>	<p>Action Words Book 1</p> 	<p>Action Words Book 3</p> 					
<p><b>Reading for Pleasure - Class Reader</b></p>							
<p><b>Writing led texts</b></p>			<p>George's Marvellous Medicine</p>  <p>Roald Dahls Revolting Rhymes/Dirty Beasts</p> 	<p><b>Cracking Contraptions</b></p> 			
<p><b>Enhanced provision for Reading for Pleasure</b></p>	 <p>Fairy Tales</p>	<p><b>Elmer Book Series</b></p> 			 <p>Michael Mordugo collection</p>	 <p>Michael Mordugo collection</p>	 <p>Diversity</p>



**Enhanced provision for Reading to learn**



For the full range of enhanced reading provision subject specific MTPs.



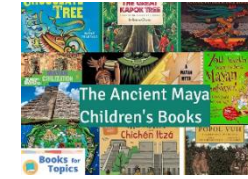
Seaside non-fiction



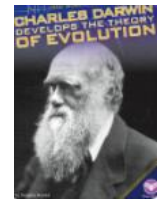
**epic!**



**epic!**



**epic!**



Scientists –

**epic!**

Summer 2 TERM

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Teaching Approach and Strategies</b>	 Guided Reading	 Guided Reading	 Guided Reading   Comprehension	 Reciprocal Reading   Comprehension	 Comprehension	 Comprehension	
<b>Reading Comprehension</b>			   Texts linked to the Seaside.	  Texts linked to the Victorians, the Steam Engine and Sport	  Texts linked to the Victorians, the Steam Engine and Sport	  Texts linked to the Victorians, the Steam Engine and Sport	
<b>Reading Plus</b>				Initial Assessment Reading Plus	Final benchmark B – Y3 C – Y4 D – Y5	Final benchmark C- Y4 D – Y5 E – Y6	Final Benchmark E – Y6 F – Y7 G – Y8
<b>Independent Reading Levels (Book Band Links)</b>			 	 	 	 	
<b>Reading text focus</b>	Fiction and Non-Fiction	Fiction and Non-Fiction	Fiction	Fiction	Fiction	Non-Fiction	Fiction
<b>Phonics Phase</b>	Y1 phonics check for HA pupils	Y1 phonics screening check	Y2 phonics screening retakes	Y3 phonics screening retakes			
<b>High Frequency Words</b>	Action Words Book 1 	Y1/2 Common Exception Word Assessment					

<p>Reading for Pleasure - Class Reader</p>		<p>Peace at Last Jill Murphy</p>  <p>FRACTURED fairy tales</p> 	<p>Meerkat Mail</p>  <p>Pumpkin Soup Helen Cooper</p> 	<p>THE DANGER GANG IT'S DANGER TIME</p>  <p>TOM FLETCHER</p>	<p>THE DEEP-SEA BEEDIE &amp; THE BARD</p> 	<p>MICHAEL MORPURGO KENSUKE'S KINGDOM</p> 	<p>R. J. Palacio JULIENNE</p> 
<p>Writing led texts</p>	<p>Jack and the Beanstalk</p> 	<p>The Lighthouse Keeper's Lunch</p>  <p>The Lighthouse Keeper's Lunch</p>	<p>Meerkat Mail</p>  <p>The Jolly Postman</p>  <p>The Sound Collector</p> 	<p>BEDTIME STORIES: A DRAGON'S ADVENTURE PACK</p> 	<p>Tale of three Brothers</p> 	<p>Romeo and Juliette</p> 	<p>Diversity</p> 
<p>Enhanced provision Reading for pleasure</p>	<p>The Lighthouse keeper book series</p> 	<p>Poetry</p> 	<p>Bedtime stories for younger children</p> 	<p>Harry Potter Book Collection</p> 	<p>Shakespeare for kids</p> 		

<p>Enhanced provision for Reading to learn</p>	 <p>For the full range of enhanced reading provision subject specific MTPs.</p>	<p>Texts that link to History, Science and Art.</p>	 <p>Seaside Non Fiction</p>		<p>Range of non-fiction texts linked to Scientists and Inventors</p>  	 	
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