

St Charles' VC Academy



ST CHARLES'

VC ACADEMY

Reading Strategy and Long-Term Plan

Our Reading Strategy is a trust-wide approach to develop reading comprehension skills. It takes place EVERY day for a minimum of 30 minutes, incorporating age-appropriate, challenging texts, which are rich in vocabulary. The core texts are detailed for each year group on this document.

Reading is a priority at St Charles' VC Academy and we firmly believe in the 3 Ps of reading.



Practice –

Reading is taught daily at St Charles. In Foundation Stage and Key Stage One this is through daily RWInc sessions and the introduction of guided reading in Key Stage One. In Key Stage Two, this is through daily, whole class guided reading session using high quality texts as mapped out below. Guided reading sessions follow the format of 3 days narrative followed by 2 days of non-fiction and poetry on a rotation so that the children get a broad and balanced coverage of a range of text types and genres.

Purpose –

Children are given the opportunity to put their reading skills into action through wider curriculum lessons such as research opportunities in history, Geography and Science. Children are encouraged to use the skills they have been taught in guided reading to both retrieve and infer information from a text as well as compare a range of sources and their interpretation of events.

Pleasure –

There are many opportunities to develop reading for pleasure and a love of books at St Charles. Each classroom has a designated reading area with high quality texts which the children can select to read as well as the newly developed library. Teachers promote their recommended reads through their use of their 'doorway to reading' and promotion of these texts through whole school assemblies. The Reading Ambassadors run regular competitions to promote reading in school as well as ask children their views and opinions on texts within school and their classrooms. St Charles are also beginning to develop 'Reading Buddies' in school to allow children to share texts and stories with their peers in different years groups.

All schools teach the same texts. This allows for better collaboration and development and shared planning for schools. There is a clear focus on core comprehension skills which are age appropriate. The strategy aims to develop 'depth' in pupil's responses to their reading. The use of a clear structure supports staff and develops confidence in their delivery of reading. All pupils are exposed to high quality texts and discussions, despite potential barriers to their word reading and comprehension.

The core principles of the Reading Strategy are as follows:

- A 30-40 minute whole class text reading session (Additional reading time to be organised by the class teacher)
- This is a non-negotiable session which must not be missed .
- Texts will last for one full term, or half a term in FS and Key Stage One with shorter texts.
- The text used in the reading session need not necessarily link to the work in other areas of the curriculum. The quality of the text is paramount.
- Teachers will identify children who are not yet on track to meet ARE for their year group and will plan sessions IN ADDITION to develop their decoding and fluency.
- All year groups will have a Guided Reading book. There should be 2 pieces of written response per week. These may be independent, guided, formal or informal responses to reading. These books should reflect the pride and importance of reading.
- The Long Term Plan ensures that the reading sessions are supplemented with non-fiction and poetry to ensure that a broad range of literature is experienced.

Rationale for the implementation of the Reading Strategy

The Strategy has been developed in order to support and develop teaching and learning across our trust. The Strategy aims to:

- Ensure that ALL children across the trust are exposed to high quality, challenging texts.
- Develop teacher confidence by allowing them to get to 'know a book' and 'well'.
- Ensure that all staff, at all levels, have a sound overview of each child's basic reading diet across their school.
- Create greater opportunities for cluster school moderation- raising staff awareness of reading expectations in each year group.
- Draw upon expertise of teachers across the academy trust to support colleagues.
- Strengthen the quality and quantity of CPD opportunities offered to academy staff.

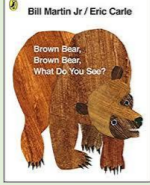
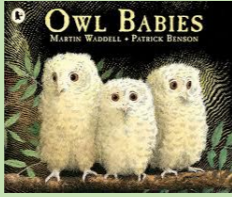
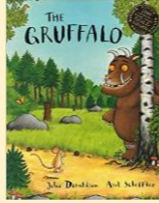
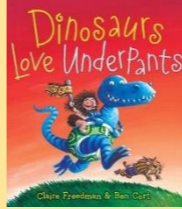
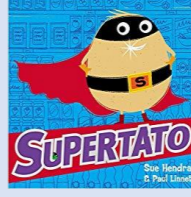
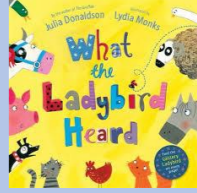
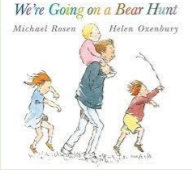
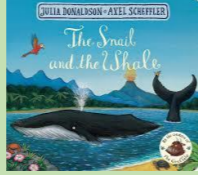
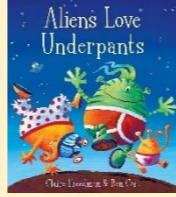
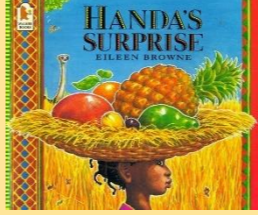
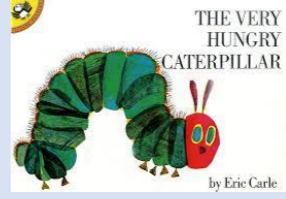
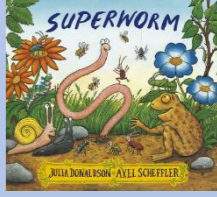
Impact

- Increase in outcomes (See tracking and 3 year trend document)
- Improvement in confidence in reading and comprehension skills
- All pupils are exposed to and begin to utilise a wider vocabulary.
- Evidence of high quality written responses.
- CPD has increased staff confidence in the teaching of reading.
- Networking of teachers to provide high quality lessons and resources.
- More effective use of NC objectives to raise staff awareness of reading expectations in each year group.
- Support for reading provides scaffolding for LA pupils and enables HA pupils to develop mastery.
- Ensures that all staff have a sound overview of each child's basic reading diet across their school.

Next Steps

- Trust wide evaluation of current good practice and reviewing of the strategy to set next steps for September 2021-2022
- Develop links with the Curriculum to ensure that pupils are applying their reading skills for purpose and meaning across the primary curriculum.
- Develop links at KS3 to ensure that our pupils' reading journey is high quality and rigorous.

St Charles' VC Academy
 Reading Strategy and Long Term Plan
Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Year A	 Brown Bear Brown Bear, what do you see?	 Owl Babies	 The Gruffalo	 Dinosaurs love underpants	 Super Tato	 What the ladybird heard
EYFS Year B	 We're going on a bear hunt	 The snail and whale	 Aliens love underpants	 Handa's surprise	 The hungry caterpillar	 Super Worm
Poems taught throughout the year alongside Nursery Rhymes						


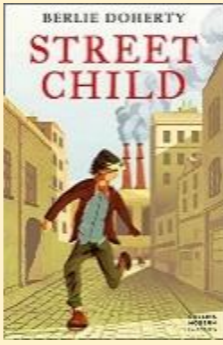
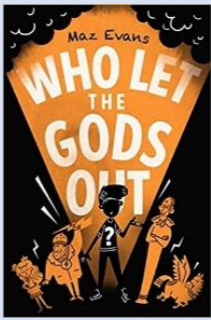


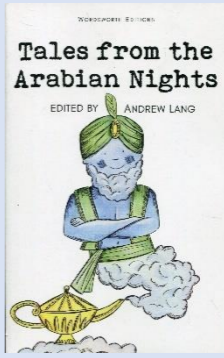
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 Reading Strategy and Long Term Plan
Key Stage 1

	Autumn 1		Spring 1		Summer 1	
1	 <p>Narrative – Core Text The Bog Baby – Jeanne Willis</p>		 <p>Narrative – Core Text Dogger – Shirley Hughes</p>		 <p>Narrative – Core Text The Rabbit Problem – Emily Gravett</p>	
	<p>Non -fiction Information texts – Looking after animals</p>	<p>Poetry Nursery Rhymes How Doth the little crocodile- Lewis Carroll</p>	<p>Non -fiction Information Texts – Fire of London Or Information Texts about Toys</p>	<p>Poetry The Morning Rush- John Foster</p>	<p>Non -fiction Information Texts – Plants, growth, Rabbits</p>	<p>Poetry 'Friends- Abbie Farwell-Brown</p>
2	 <p>Narrative – Core Text Wild – Emily Hughes</p>		 <p>Narrative – Core Text Traction Man – Mini Grey</p>		 <p>Narrative – Core Text Lila and the Secret of Rain – David Conway</p>	
	<p>Non -fiction Information texts – Living Things and their habitats, life cycles</p>	<p>Poetry The Sound Collector – Roger McGough</p>	<p>Non -fiction Information Texts – Fire of London</p>	<p>Poetry The Owl and the pussy cat- Edward Lear</p>	<p>Non -fiction Information texts about Kenya</p>	<p>Poetry Twinkle Twinkle little star- Jane Taylor</p>

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Reading Strategy and Long Term Plan
Lower Key Stage 2

	Autumn 1		Spring 1		Summer 1	
3	<p>Narrative – Core Text</p>  <p>This morning I met a whale – Michael Morpurgo</p>		<p>Narrative – Core Text</p>  <p>The Firework Maker's Daughter – Phillip Pullman</p>		<p>Narrative – Core Text</p>  <p>Charlotte's Web – E.B. White</p>	
	<p>Non -fiction</p> <p>Information texts on pollution and global warming.</p> <p><i>*Start with 2 weeks Non- fiction*</i></p>	<p>Poetry</p> <p>From a railway carriage- Robert Louis Stevenson</p> <p>Aliens stole my underpants- Brian Moses</p>	<p>Non -fiction</p> <p>Information texts on volcanos</p>	<p>Poetry</p> <p>The Magic Box- Kit Wright</p>	<p>Non -fiction</p> <p>Information texts on farms, farm animals, countryside</p> <p>Or</p> <p>Information texts / non- chronological reports about history topic Cycle 1 – WWII Cycle 2 – Anceint Greeks</p>	<p>Poetry</p> <p>Bed in Summer-Robert Louis Stevenson</p>
4	<p>Narrative – Core Text</p>  <p>Iron Man – Ted Hughes</p>		<p>Narrative – Core Text</p>  <p>Krindlekrax – Philip Ridley</p>		<p>Narrative – Core Text</p>  <p>Harry Potter and the Philosopher's Stone – J.K. Rowling</p>	
	<p>Non -fiction</p> <p>Information texts / non- chronological reports about history topic Cycle 1 – Romans Cycle 2 - Stoneage</p>	<p>Poetry</p> <p>Daffodils- William Wordsworth</p>	<p>Non -fiction</p> <p>Information texts on crocodiles</p>	<p>Poetry</p> <p>The River- Valerie Bloom</p> <p>Jabberwocky- Lewis Carroll</p>	<p>Non -fiction</p> <p>Information texts / non- chronological reports about history topic Cycle 1 – WWII Cycle 2 – Anceint Greeks</p>	<p>Poetry</p> <p>Colonel Fazakerley Butterworth Toast- Charles Causley</p> <p>The night Mail- W H Holden</p>

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Upper Key Stage 2

	Autumn		Spring		Summer	
5	 <p>Narrative – Core Text</p> <p>Kensukes Kingdom – Michael Morpurgo</p>		 <p>Narrative – Core Text</p> <p>Street Child - Berlie Doherty Space Tourism</p>		 <p>Narrative – Core Text</p> <p>Who let the Gods out? – Maz Evans</p>	
	<p>Non -fiction</p> <p>Information texts about the creatures Michael sees in the text.</p>	<p>Poetry</p> <p>The Inchcape Rock- Robert Southey</p>	<p>Non -fiction</p> <p>Information texts on Victorian Childhood / Victorian living</p> <p><i>*Start with 2 weeks Non-fiction*</i></p>	<p>Poetry</p> <p>The Tyger- William Blake</p> <p>What has happened to Lulu- Charles Causley</p>	<p>Non -fiction</p> <p>Information texts on Ancient Greek Gods – Who where they? What where they the God of etc. (must cover Virgo, Zeus, Thanatos</p> <p><i>*Start with 2 weeks Non-fiction*</i></p>	<p>Poetry</p> <p>The lady of Shalott- Alfred Lord Tennyson</p> <p>The Highwayman- Alfred Noyes</p>
6	 <p>Narrative – Core Text</p> <p>Trash – Andy Mulligan</p>		 <p>Narrative – Core Text</p> <p>Wonder – J. P. Palacio</p>		 <p>Narrative – Core Text</p> <p>Tales of the Arabian Nights – Andrew Lang version Other texts to compare: One Thousand and One Arabian Nights – Geraldine McCaughrean Sinbad the Sailor - Marcia Williams</p>	
	<p>Non -fiction</p> <p>Non Chronological reports on The Gunpowder Plot / Guy Fawkes (Around November)</p> <p><i>History link</i></p>	<p>Poetry</p> <p>The Listeners- Walter De la Mere</p> <p>The Raven- Edgar Allan Poe</p> <p>A smuggler's Song- Rudyard Kipling</p>	<p>Non -fiction</p> <p>Information books linked to science - evolution and inheritance</p>	<p>Poetry</p> <p>Body Talk – Benjamin Zephaniah</p>	<p>Non -fiction</p> <p>Information Texts about Islamic Society AD 600</p> <p><i>History link</i></p>	<p>Poetry</p> <p>The Spider and the Fly – Mary Howitt and Tony Di Terlizzi</p>