St Mary's Reading Curriculum

How We Teach Guide

Reading is a top priority at St Mary's and is at the core of everything we do. Reading is the key to the whole curriculum and we aspire for all children to leave St Mary's as children with a life-long passion for reading.

Each Year Group has a Reading Spine which consists of a core text used as a stimulus for writing, daily readers for enjoyment and pleasure and curriculum books to support learning across the curriculum.

Archaic language | Nonlinear time sequence | Narratively complex | Figurative/symbolic text | Resistant texts

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core writing books	The Egyptian Cinderella by Shirley Climbo	The Scarab's Secret by Nick Would	Charlotte's web by E.B White	The Firework Maker's Daughter by Phillip Pullman	The Iron Man by Ted Hughes	The lion, the witch and the wardrobe by C.S. Lewis
Daily readers	Matilda by Roald Dahl Cloud Busting by Malorie Blackman	Matilda by Roald Dahl	Charlotte's web by E.B White	The Firework Maker's Daughter by Phillip Pullman	The Iron Man by Ted Hughes Nim's Island by Wendy Orr	The lion, the witch and the wardrobe by C.S. Lewis
Curriculum books	Marcy and the Riddle of the Sphinx by Joe Todd Stanton Meet the Ancient Egyptians by James Davies I am a Jigsaw: Puzzling Poems	The story of Tutankhamun by Patricia Cleveland-Peck and Isabel Greenberg Mummies unwrapped by Tom Froese Where Zebras	The Rock Factory: A Story About Rocks and Stone byJacqui Bailey & Matthew Lilly The Pebble in my Pocket: A History of Our Earth by Meredith	Stone Age Boy by Satoshi Kitamura The Secrets of Stonehenge by Mick Manning & Brita Granström The Lost Words by Robert Macfarlane &	How to Wash a Woolly Mammoth by Michelle Robinson & Kate Hindley The first drawing by Mordicai Gerstein Amazing Rivers	The last tree by Emily Haworth-Booth e Upon a Raindrop: The Story of Water by James Carter & Nomoco The Stolen Spear

Across the year, children will be exposed to a range of text types as highlighted on our Reading Spine.

Each class will have a daily story time where an adult reads the daily reader to the class.

EYFS and KS1

Reading is taught through phonics using our scheme Unlocking Letters and Sounds (ULS). This is taught daily. The lessons follow the following structure.

Revisit, Teach, Practise, Apply, Revise

Alongside the daily phonics teaching, children will also take part in a weekly guided reading session. These books will match the children's reading ability level and will give the teacher the opportunity to listen to individual readers, model fluency and prosody and ensure comprehension of the text.

Children will have a reading book which matches their phonics level to take home and read with an adult.

During Year 2, some children will progress to the Accelerated Reader programme. Once the phonics programme has been completed, the class will move onto Whole Class Guided Reading (see below).

Year 3 - 6

From Year 3 onwards, children are expected to be proficient readers who can access whole-class Guided Reading lessons. These take place four times a week and focus on developing the VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval,Summarising/ Sequencing) reading skills. This year, as part of the MAT standardisation process there are an additional two skills to teach as part of VIPERS: **Respond and Link**. **Respond** gives the children to respond to the text through written responses, questions, opinions or ideas about a text. Whilst **Link**, allows the children to link the text to past experiences, learning or other texts.

Each week, lessons are based on a shared text and are designed to build a range of different skills. Across the year, children engage with a broad variety of text types, including fiction, non-fiction and poetry. Non-fiction and poetry are taught as standalone lessons alongside the class's core text for the term.

At St Mary's, the development of vocabulary is a key priority. Vocabulary is taught explicitly at the start of every Guided Reading lesson, with at least two Tier 2 words explored in depth each time. These words are revisited and recalled throughout the term using class vocabulary baskets.

Fluency of reading is also a whole school focus. In Key Stage 2, this is supported through Readers' Theatre: an approach where children rehearse and perform sections of text aloud. This provides opportunities to practise intonation, expression, phrasing and confidence, while also enabling teachers to hear all children read regularly. Techniques such as choral reading, echo reading, tag reading and group reading are also used to ensure that every pupil reads daily within the whole class setting.

How We Teach Guided Reading

Vocabulary Development (daily focus)

- At the start of every session, teachers explicitly teach and explore Tier 2 vocabulary drawn from the text.

- Children discuss word meaning, explore word families and synonyms, etymology and practise using the word orally in context.

- This ensures children are continually deepening their vocabulary knowledge to support comprehension and writing.

Lesson 1: Readers' Theatre

- **Purpose:** To develop fluency, expression, intonation and confidence in oral reading.
- **Approach:**
    - Teacher models reading a section aloud, drawing attention to expression, phrasing, tone and pace.
    - Children rehearse in groups or pairs, focusing on performance features (highlighted on the Reader's Theatre bingo sheet).
    - Groups perform to each other or the class, receiving feedback from the class teacher and/ or their peers.

Lessons 2 & 3: VIPERS Deep Dives (One Skill Focus)

- **Purpose:** To provide in-depth teaching of a specific VIPERS
- **Structure (I do, We do, You do):**
    - **I do:** The teacher models how to approach a question type (e.g. inference) using thinking aloud, making mistakes and modelling strategies.
    - **We do:** The teacher and class work through a question collaboratively, discussing reasoning and evidence.
    - **You do:** Pupils independently answer questions of the same type, applying the skill with growing independence. Some children might find this challenging and would need further support from the class teacher or teaching assistant.

For these lessons, a range of different VIPERS skills are taught across the term to ensure balance and progression.

Lesson 4: Mixed VIPERS Comprehension

- **Purpose:** To consolidate reading skills by applying them across an extract (from the class core text or a standalone text)

- **Approach:**

    - The teacher provides a set of 8–10 comprehension questions (depending on year group).

    - Questions cover the full range of VIPERS, allowing pupils to practise applying multiple skills in one lesson.

Example timetable for the week:

Monday	Tuesday	Wednesday	Thursday	Friday
Warrior Boy Chapter 13- **Reader's Theatre** focusing on an extract from this chapter.	Leadership cover (no Guided Reading taught)	Warrior Boy Chapter 15. Focus on **inferring** from the text.	Warrior Boy Chapter 16. Focus on **explanation** questions. Can we use evidence to support our answers?	Standalone text: Maasai Mara non-chronological report (links to core text). **8-10 VIPERS questions.**

(Lessons don't need to be taught in this order. Teachers can decide this themselves based on their class timetables)

Accelerated Reader

- Children complete a STAR Reading assessment online.
- Teacher retrieves results, print and sets targets.
- Send home ZPD and targets and keeps a record of these in class for any staff or volunteers.
- Children use ZPD to interpedently choose a book within this banding.
- Children read books.
- When finished, children take an AR quiz online (often during EMA or guided reading) and collect points towards their target.
- Based on results, children choose another book.

Celebrating Reading

Reading is celebrated throughout the school year with a range of events. World Book Day is a highlight of the year which we celebrate all week long! Book at bedtime events, book fairs

and competitions all help to increase the profile of reading across the school. Certificates are awarded in weekly celebration assemblies linked to our yearly reading challenge.

Expectations at home

All children are expected to read at home at least 4 times each week. Children have reading records which they take home and bring into school each day. Teachers monitor home reading carefully and act swiftly if children are not getting their reading records signed. Adults at school can sign the reading record when listening to children read at school and use the appropriate stamp. In Y3- Y6, children will take home one piece of reading homework per week to enhance their reading skills. Homework can be set in a variety of different ways:

Character:
- Draw and describe a character from the book you would like to meet and explain why you would like to meet them.
- Write a list of questions you would like to ask the main character.
- What advice would you give the main character? Write him/her a letter.
- Write a diary entry as if you are the main character.

Setting
- Where is the story happening, what can you see?
- Draw and describe the settings in different parts of the book.
- Draw a map of the story showing where the action takes place.

Story
- What kind of a story is this? How do you know?
- What do you think will happen?
- Have you read any other stories like this?
- Who should read this book, why?
- When you have finished, look back and choose your favourite passage, explain why you like it.
- Produce a creative response to the story eg. a map, timeline, train ticket (if applicable) etc.

Language
- Finding and noting interesting or memorable words or phrases you think are effective to explain why.
- Write down three words that are new to you and find out what they mean.

Information Books
-Write down three new things you have learnt from an information book
- Complete an illustrated glossary.

Book Talk

Children in Years 2 to 6 will take part in one Book Talk session per week. During these sessions, the teacher introduces a book and pitches why it is a great read, hooking the children by reading a small, exciting section. As children become familiar with this approach, they will have the opportunity to lead their own Book Talk sessions and recommend books to their peers.

Sharing Books

Children in Nursery, Reception and Year 1 will take home a sharing book alongside their phonics book. This provides children with an opportunity to read together at home with a book of their choice, helping to foster a love of reading from a young age.

Assessment

STAR reading tests are completed 4 times a year, September, December, March and July. This tracks pupil reading ages.

NFER tests are completed 3 times per year at the end of Term 2, 4 and 6.

The bottom 20% of readers in each class are identified and tracked carefully by the class teacher. These children are priority readers.