



Reading Statement of Intent and Progression Map

Bowhill is a reading school and as such books sit at the heart of all we do. Reading is the gateway to independent learning and we passionately believe that our curriculum should open children's minds, develop a sense of wonder about the world around them, engage their natural curiosity and inspire them to be life-long learners. The explicit teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural and diverse experiences and develop the vocabulary they need to effectively express themselves. Our bespoke framework and methodology that has been developed by us for the unique context of our learning community allows us to plan, teach and assess each child so as to meet and challenge each individual need.

Our carefully structured and progressive curriculum is delivered through synthetic phonics, guided and whole class reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing carefully chosen quality texts read aloud. All of these are essential components to develop fluent, enthusiastic, critical readers who comprehend and interpret what they read. We will act quickly to identify and support children who are dropping behind and ensure we close gaps in learning. Our ambitious reading progression map is designed to give all learners, particularly the most disadvantaged and those with special educational needs, the cultural capital they need to succeed in life. We aspire to develop a love of reading for both pleasure and information, opening up future opportunities for life in the 21st century.

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 - Engage in book discussion in a range of contexts, alongside both adults and peers - Share and recommend a range of books			
Implementation	All reading contexts below contribute to developing reading for pleasure, however we have a specific approach to RfP as follows: All RfP is not teacher directed, and as a school we: - Take responsibility for and plan to develop children's RfP alongside and as complementary to reading instruction - Effectively use our wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading - Let children control more of their own reading and exercise their rights as readers - Make time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading - Build reciprocal and interactive communities of readers			
Curriculum Provision	FS	Yr1/2	Yr3/4	Yr5/6
	'Book choice' books available in all classes for each child to take home on a weekly basis. Cosy, well stocked and displayed, welcoming book corners Book talk opportunities throughout the day Termly visit to the library for story time Children encouraged to share books from home	'Book choice' books available in all classes for each child to take home on a weekly basis. Cosy, well stocked and displayed, welcoming book corners Weekly library visits for story time and to choose books Children encouraged to share books from home	'Book choice' books available in all classes for each child to take home on a weekly basis. Cosy, well stocked and displayed, welcoming book corners Opportunities to discuss RfP texts on a weekly basis – this is also the time to recommend books to others. Visits to the library to choose books when needed	'Book choice' books available in all classes for each child to take home on a weekly basis. Cosy, well stocked and displayed, welcoming book corners Opportunities to discuss RfP texts on a weekly basis – as part of a monitoring reading session – this is also the time to recommend books to others Visits to the library to choose books as needed Yr6 librarians who run the library at lunchtimes

Reading aloud to children

	FS	Yr1/2	Yr3/4	Yr5/6
Intent	Building a bank of story, non fiction and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading Exposing children to a variety of cultural and socially diverse texts	Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts Making connections within a book Exposing children to a variety of cultural and socially diverse texts	Introducing children to a wider range of authors and contexts e.g. historical and cultural Exploring a variety of text and narrative structures including historic texts and specific genres Exposing children to a variety of cultural and socially diverse texts	Exposing children to challenging and archaic texts, e.g., language, themes, context Classic poems Exploration of themes across different narratives Exposing children to a variety of cultural and socially diverse texts
Implementation	Our bespoke reading spine (see reading spine document) outlines rational for core texts. This is inclusive of both archaic texts as well as recently published works. Daily exposure to quality books read by adults for a minimum of ten minutes			
Core texts	Please see reading spine for core texts and rational We have carefully selected books for our read aloud spine to not only ensure curriculum coverage of genre but also to follow key themes which we feel are important to expose our community to. These include: cultural, neuro, physical and gender diversity, challenging stereotypes, developing empathy, celebrating difference and promoting acceptance. We have also included dual language texts and drawn upon Doug Lemov's 'Five Plagues of Reading' Our spine will develop year on year depending on our cohorts and teachers' reflections.			

Independent reading and home/school reading

	FS/1	Yr2	Yr3/4	Yr5/6
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills	Reading age-appropriate books Increasing stamina Move to AR	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 Read and discuss texts giving reasoned justifications for their views
Implementation	Decodable books from Little Wandle Books selected by adult in class Books changed once a week Opportunity to take home a book to share for pleasure in addition to decodable text At home expectation of 10 mins of reading to an adult each day Shared practice with parents through modelling videos	AR books to be sent home weekly. Little Wandle phase books matched to ability to be taken home for those still on decodable texts. RfP to be taken home and changed weekly Daily opportunity for independent reading in school At home expectation of 10 mins of reading to an adult each day	At home reading book selected from AR based on AR range Opportunity to change AR book when needed Teachers monitor AR reading through AR reports on a weekly basis and conference regularly. At home expectation of 15 mins of reading each day – one session each week to be read aloud to an adult Reading certificates as incentive	At home reading book selected from AR Opportunity to change AR book as needed Teachers monitor AR reading through AR reports on a weekly basis and conference regularly At home expectation of 15 mins of reading each day – one session each week to be read aloud to an adult at least 5 mins aloud to an adult Reading certificates as incentive

Guided reading/reading instruction

Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum) FS and Year 1 to follow Little Wandle			
Implementation	FS/1	Yr2	Yr3/4	Yr4/5/6
	Daily 30 min phonics lesson following the Little Wandle Letters and Sounds SSP 3 x weekly guided reading sessions in groups. Books to match phonetic knowledge. Session 1: decode Session 2: prosody Session 3: comprehension Additional daily reads for children at risk of falling behind. Little Wandle Keep Up sessions for those who have not secured the new learning of the day.	Continued phonic interventions where needed 30-minute whole class guided reading sessions 3 x weekly. Additional daily reads for children at risk of falling behind. Little Wandle Keep Up sessions for those who have not secured the new learning of the day.	Rapid Catchup in place for those struggling to decode Whole class guided reading with specified text 3 x 30mins a week To include a wide variety of texts including challenging picture books, author studies and poetry Increasing expectations of written recording of understanding Additional daily reads for children at risk of falling behind.	Rapid Catchup in place for those struggling to decode Whole class guided reading with specified text 3 x 30mins a week To include a wide variety of texts including challenging picture books, author studies and poetry Increasing expectations of written recording of understanding To include a wide variety of texts including challenging picture books, author studies, poetry and plays Additional daily reads for children at risk of falling behind.
Core texts	Please see guided reading progression for core texts and rationale			

Shared reading as part of teaching sequence - writing

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.
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Implementation	The first few days (between 3 and 5) of each teaching sequence involves 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) FS: Pete the Cat series - James Dean, Oi Cat Series - Kes Gray, Julia Donaldson books, Supertato & funny stories by Sue Hendra (No Bot, Barry the fish with fingers), Aliens Love Underpants series - Claire Freedman and Ben Cort, Traditional Tales & alternative versions Elmer stories - David McKee, Mr Men & Little Miss stories - Roger Hargreaves			
Core texts	Yr1	Yr2	Yr3/4	Yr5/6
	I Want my Hat Back Look Up! The Pet Potato How to Find Gold Beegu	Lila and the Secret of Rain Skater Seilo Man on the Moon Winter Sleep The Dark	Krindlekrax How the Stars Came to Be Marcy and the Riddle of the Sphinx What's it like to be a bird?	The Viewer The Ice Bear Shackelton's Journey Can you See Me? Journey to Jo'Burg

<u>Core texts to support reading to learn across the curriculum</u>				
	FS	Yr1/2	Yr3/4	Yr5/6
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	The role of reading plays a fundamental role in the foundation curriculum. Book boxes are available for some topics – due to a change in curriculum we are slowly building up our book stock Links are made through topics to texts used for both reading aloud texts and writing sequences			

Assessment

	FS	Yr1	Yr2	Yr3/4	Yr5/6
Assessment Evidence in order to assess impact	EYFSP Observations of reading behaviours and talking to pupils Little Wandle Phonic diagnostic assessments	Phonic Screening Check Little Wandle Phonic diagnostic assessments Observations of reading behaviour and talking to pupils Guided reading records	Phonic assessments (as needed) Guided reading records AR assessments	AR assessments Guided reading records Home reading records Verbal and written responses to reading activities	AR assessments Previous SATs papers Guided reading records Home reading records Verbal and written responses to reading activities Verbal and written book reviews & recommendations Year 6: SATs
Assessment Expectations	Assessment information will be triangulated to determine a judgement for each child. Summative and formal assessments will be in place – data drops at the end of each term Pupil Progress meetings will be carried out termly Internal moderation – termly External moderation – annually Validation processes (see monitoring calendar) will be carried out termly by the reading team and SLT				