



# Kingskerswell Church of England Primary School

*Intent, Implementation and Impact: English - Reading*

## *Reading Progression Curriculum Plan*

### ***INTENT STATEMENT***

*A reader from Kingskerswell Church of England Primary School will:*

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;*
- use reading skills as an integral part of learning throughout the curriculum;*
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding*
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies*

*In KS1*

- we believe that learning in phonics should be the gateway to children becoming successful readers and writers. It is our aim that our children should feel confident when applying phonic skills in learning across the curriculum. These skills will be taught in a systematic and motivating way which engages all learners with the aim of promoting a life-long love of reading.*



# Kingskerswell Church of England Primary School

*Intent, Implementation and Impact: English - Reading*

## **IMPLEMENTATION STATEMENT**

*A reader from Kingskerswell Church of England Primary School will develop positive attitudes towards reading through their experience of:*

- *being read aloud to*
- *following the Read Write Inc. Phonics Programme from the Autumn Term in Reception (See Appendix 1. Progression in learning phonics.)*
- *independent reading*
- *guided reading/reading instruction*
- *shared reading as part of a teaching sequence*
- *texts to support reading across the curriculum*

*The table annexed below details the progression of each of these strands.*



# Kingskerswell Church of England Primary School

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## **IMPACT STATEMENT**

***At Kingskerswell Church of England Primary School the intended impact of our reading curriculum is to:***

- *create lifelong learners who continue to read for pleasure and purpose.*
- *ensure the % of Y1 pupils who pass their phonic screening test is in line with or above national averages*
- *ensure the % of Y2 pupils who are working at ARE in reading is in line with or above national averages*
- *ensure the % of Y2 pupils who are working at greater depth in reading is in line with or above national averages*
- *ensure the % of Y6 pupils who are working at ARE in reading is in line with or above national averages*
- *ensure the % of Y6 pupils who are working at greater depth in reading is in line with or above national averages*
- *continue to close the gaps in the progress of different groups of pupils in all year groups*
- *prepare pupils to be secondary school ready in their approach to personal reading habits and abilities as they leave our primary school.*

***In our best endeavours to achieve this impact we will monitor these reading activities by:***

- *conferencing children about their experience of books read to them and shared with them*
- *regularly assessing and tracking children's progress through each stage of the RWI phonics programme to ensure that they progress as quickly as possible and that the provision in place best matches the ongoing needs of each individual. (This may include frequent 1:1 sessions in addition to the daily groups.)*
- *tracking individual quiz habits on Accelerated Reader as well as monitoring longer term progress through half-termly Accelerated Reader STAR reader tests and arranging participation in interventions such as Fresh Start or additional reading sessions as appropriate*
- *addressing the engagement of parents in supporting their child's home reading habits*
- *observing, coaching, training and mentoring the teaching of reading throughout the school, including active participation in RWI Development Days.*



# Kingskerswell Church of England Primary School

*Intent, Implementation and Impact: English - Reading*

<b>Reading for pleasure</b>					
<b>Intent</b>	<p>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</p> <p>To build preferences in reading and to choose to read</p> <p>To recognise authors and styles of reading that individuals enjoy</p> <p>Engaging in book discussion in a range of contexts, alongside both adults and peers</p> <p>Sharing and recommending a range of books</p>				
<b>Implementation</b>	All reading contexts below contribute to developing reading for pleasure				
<b>Curriculum Provision:</b>					
	FS	Y1	Y2	Y3/4	Y5/6
<b>Reading aloud to children</b>					
<b>Intent</b>	<p>Building a bank of story and rhyme knowledge</p> <p>Exposing children to texts beyond what they can read themselves</p> <p>Developing an enjoyment for reading</p>	<p>Widening knowledge of texts and authors, including non-fiction and poetry</p> <p>Sustaining stamina in listening and reading texts</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p>	<p>Exposing children to challenging and archaic texts, e.g., language, themes,</p>	



# Kingskerswell Church of England Primary School

## Intent, Implementation and Impact: English - Reading

Making connections within a book

### Implementation

Daily exposure to quality books for a minimum of ten minutes – every teacher as a daily time to read to their class.  
 Development of reading spines for breadth and progression.  
 Teacher choice of favourite books to share.

Core texts  
 (Texts for reading aloud to each class.)

<b>RWI Book List Genre Key</b>
Bible Stories and Religious stories
Fairy and Traditional Tales
Nursery Rhyme
Classical Tales
Classic Literature

### PIE CORBETT Reading Spine

#### Foundation

<b>Owl Babies</b> <i>Martin Waddell (Walker Books)</i>	<b>The Gruffalo</b> <i>Julia Donaldson (Macmillan)</i>	<b>Handa's Surprise</b> <i>Eileen Browne (Walker Books)</i>
<b>Mr Gumpy's Outing</b> <i>John Burningham (Bloomsbury)</i>	<b>Rosie's Walk</b> <i>Pat Hutchins (Random House)</i>	<b>Six Dinner Sid</b> <i>Inga Moore (Hodder)</i>
<b>Mrs Armitage</b> <i>Quentin Blake (Random House)</i>	<b>Whatever Next</b> <i>Jill Murphy (Macmillan)</i>	<b>On the Way Home</b> <i>Jill Murphy (Macmillan)</i>
<b>Farmer Duck</b> <i>Martin Waddell (Walker Books)</i>	<b>Goodnight Moon</b> <i>Margaret Wise Brown (HarperCollins)</i>	<b>Shhh!</b> <i>Sally Grindley (Bloomsbury)</i>

#### RWI Book List

##### Foundation

<b>Calm Buddha at Bedtime</b>	<b>The Lion Storyteller Bible</b> • Noah's Ark	<b>Noah's Ark Lucy Cousins</b>
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### PIE CORBETT Reading Spine

#### Y2

<b>Traction Man is Here</b> <i>Mini Grey (Random House)</i>	<b>Meerkat Mail</b> <i>Emily Gravett (Macmillan)</i>
<b>Pumpkin Soup</b> <i>Helen Cooper (Corgi)</i>	<b>Tuesday</b> <i>David Wiesner (Andersen Press)</i>
<b>Dr Xargle's Book of Earthlets</b> <i>Tony Ross (Andersen Press)</i>	<b>Who's Afraid of the Big Bad Book?</b> <i>Lauren Child (Orchard Books)</i>
<b>The Hodgeheg</b> <i>Dick King-Smith (Puffin)</i>	<b>Frog and Toad Together</b> <i>Arnold Lobel (HarperCollins)</i>
<b>Gorilla</b> <i>Anthony Browne (Walker Books)</i>	<b>Fantastic Mr Fox</b> <i>Roald Dahl (Penguin)</i>

### PIE CORBETT Reading Spine

#### Y3

<b>The Iron Man</b> <i>Ted Hughes (Faber)</i>	<b>Cat Tales: Ice Cat</b> <i>Linda Newberry (Usborne)</i>
<b>The Sheep-pig</b> <i>Dick King-Smith (Puffin)</i>	<b>The Abominables</b> <i>Dick King-Smith (Puffin)</i>
<b>The Lion, the Witch and the Wardrobe</b> <i>CS Lewis (HarperCollins)</i>	
<b>Hansel and Gretel</b> <i>Anthony Browne (Walker Books)</i>	<b>The Battle of Bubble and Squeak</b> <i>Philippa Pearce (Penguin)</i>

#### RWI Book List

##### Y3

### PIE CORBETT Reading Spine

#### Y5

<b>FARThER</b> <i>Grahame Baker-Smith (Templar)</i>	<b>Varjak Paw</b> <i>SF Said (Random House)</i>
<b>Wolf Brother</b> <i>Michelle Paver (Orion)</i>	<b>Street Child</b> <i>Berlie Doherty (HarperCollins)</i>
<b>The Midnight Fox</b> <i>Betsy Byars (Faber)</i>	<b>Tom's Midnight Garden</b> <i>Philippa Pearce (Oxford University Press)</i>
<b>The Wolves of Willoughby Chase</b> <i>Joan Aiken (Red Fox)</i>	

#### RWI Book List





# Kingskerswell Church of England Primary School

## Intent, Implementation and Impact: English - Reading

Core texts (continued...)

<p><b>Lucy Cousins</b>          Old Mother Hubbard          Baby Bunting          Bo Peep          Jack and Jill          Crooked man          Hickory dickory dock          Itsy bitsy spider          Baa baa black sheep          Mary had a little lamb          One, two, buckle my shoe          Three little kittens          Here we go round the mulberry bush</p>	<p>London Bridge is falling down          Mary had a little lamb          Pop goes the weasel          Ring a ring o'roses          Row row row your boat          Star light star bright          The grand old Duke of York          Wind the bobbin up          As I was going to St Ives          I'm a little teapot          The farmer's in his den</p>
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<b>RWI Book List</b>
<b>Genre Key</b>
Bible Stories and Religious stories
Fairy and Traditional Tales
Nursery Rhyme
Classical Tales
Classic Literature

### PIE CORBETT Reading Spine

Y1

<p><b>Can't You Sleep Little Bear?</b>  <i>Martin Waddell (Walker Books)</i></p>	<p><b>Where the Wild Things Are</b>  <i>Maurice Sendak (HarperCollins)</i></p>	<p><b>The Elephant and the Bad Baby</b>  <i>Elfrida Vipont and Raymond Briggs (Puffin)</i></p>
<p><b>Peace at Last</b>  <i>Jill Murphy (Macmillan)</i></p>	<p><b>Avocado Baby</b>  <i>John Burningham (Bloomsbury)</i></p>	<p><b>Lost and Found</b>  <i>Oliver Jeffers (HarperCollins)</i></p>
<p><b>The Tiger Who Came to Tea</b>  <i>Judith Kerr (HarperCollins)</i></p>	<p><b>Cops and Robbers</b>  <i>Alan and Janet Ahlberg (Puffin)</i></p>	<p><b>Beegu</b>  <i>Alexis Deacon (Random House)</i></p>
<p><b>Knuffle Bunny</b></p>	<p><b>Dogger</b></p>	<p><b>Elmer</b></p>

<p><b>*The Three Wishes</b> by Charles Perrault or the Brothers Grimm</p>	<p><b>*Jack and the Beanstalk</b> by Josephine Poole and Paul Hess</p>
<p><b>*The Tin Soldier</b> Hans Christian Anderson's Fairy Tales</p>	<p><b>*The Princess and the Pea – A Very Princessy Princess</b> Hans Christian Anderson's Fairy Tales</p>
<p><b>*The Crane Wife</b> by Gennady Spirin and Odds Bodkin</p>	<p><b>*The Ugly Duckling</b> Hans Christian Andersen's Fairy Tales</p>
<p>Orchard Book of Aesop's Fables</p> <ul style="list-style-type: none"> <li>The Wolf and the Shepherd's Son</li> <li>The Peacock and the Crane</li> <li>The Miller, his Son and the Donkey</li> <li>The Travellers and the Bear</li> <li>The Dog in the Manger</li> </ul>	
<p><b>Rama &amp; Sita</b></p>	<p><b>Ramadan</b></p>

<p>retold by Ingra Moore</p>	<p><b>*Alice in Wonderland or Alice Through the Looking Glass</b> Lewis Carroll</p>
<p>The Lion Storyteller Bible</p> <ul style="list-style-type: none"> <li>Daniel in the Lions Den</li> <li>Moses in the Basket</li> <li>Joseph</li> </ul>	
<p><b>*An Islamic Story: The Flight from Makkah</b> by Anita Ganeri and Serena Curmi</p>	
<p><b>*Buddhist Tales</b> By Alexandra Kohn and Sherab Chodzin</p>	<p><b>*The Story of Diwali</b> By Jatinder Verma</p>

### PIE CORBETT Reading Spine

Y4

<p><b>Bill's New Frock</b>  <i>Anne Fine (Egmont)</i></p>	<p><b>Charlotte's Web</b>  <i>EB White (Puffin)</i></p>
<p><b>The Firework-Maker's Daughter</b>  <i>Phillip Pullman (Random House)</i></p>	

<p>Adventures of Perseus by Mark Bergin and David Hepplewhite</p>	<p>a Starry Night: A Book of Constellations By Jacqueline Mitton and Christina Balit</p>
<p><b>*Persephone: A Journey from Winter to Spring</b> by Sally Pomme Clayton and Virginia Lee</p>	
<p>Hindu Stories for Children</p>	
<p><b>*Stories from World Religions</b> by Anita Ganeri and Jackie Morris</p> <ul style="list-style-type: none"> <li>The Ten Lives of Vishnu</li> <li>The Good Prince and the Wicked Witch</li> </ul>	
<p>The Lion Storyteller Bible</p> <ul style="list-style-type: none"> <li>Samson and Delilah</li> <li>Healing the Paralytic at Capernaum</li> </ul>	

### PIE CORBETT Reading Spine

Y6

<p><b>Holes</b>  <i>Louis Sachar (Bloomsbury)</i></p>	<p><b>Clockwork</b>  <i>Philip Pullman (Random House)</i></p>
<p><b>The Hobbit</b>  <i>JRR Tolkien</i></p>	<p><b>Skellig</b>  <i>David Almond (Hodder)</i></p>



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Intent, Implementation and Impact: English - Reading

Core texts (continued...)

RWI Book List Genre Key
Bible Stories and Religious stories
Fairy and Traditional Tales
Nursery Rhyme
Classical Tales
Classic Literature

<i>Mo Willems (Hyperion Books)</i>	<i>Shirley Hughes (Random House)</i>	<i>David McKee (Andersen Press)</i>
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### RWI Book List

Y1

Stories of the Prophets in the Holy Qur'an' (Prophet Noah and the Great Flood)	The Lion Storyteller Bible <ul style="list-style-type: none"> <li>• David and Goliath</li> <li>• Lost Sheep</li> <li>• The Good Samaritan</li> </ul>
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Anansi & The Talking Melon	Frog Prince	Rapunzel (Best Loved Classics)
The Frog Prince (Usborne Picture Books)	Hansel and Gretel - Magic Beans: A Handful of Fairytales from the Storybag	The Gigantic Turnip
We're Going on a Bear Hunt	We're Going on a Lion Hunt	Pied Piper of Hamlyn
*King of the Birds Brothers Grimm	*The Emperor's New Clothes – Hans Christian Andersen's Fairy Tales	Goldilocks and the Three Bears By Emma Chichester-Clark
*Robin Hood by Tony Bradman and	*The Three Sillies by Tony	*Little Red Riding Hood by

	Moon
*An Islamic Story: The Great Night Journey by Anita Ganeri and Serena Curmi	The Lion Storyteller Bible <ul style="list-style-type: none"> <li>• The Sower</li> <li>• The Prodigal Son</li> <li>• The Wise and Foolish Builders</li> </ul>

<b>The Snow Walker's Son</b> <i>Catherine Fisher (Red Fox)</i>	<b>Perry Angel's Suitcase</b> <i>Glenda Millard (Phoenix Yard Books)</i>
<b>Voices in the Park</b> <i>Anthony Browne (Random House)</i>	<b>Why the Whales Came</b> <i>Michael Morpurgo (Egmont)</i>

### RWI Book List

Y4

*Beauty and the Beast by Max Eilenberg and Angela Barrett	Hansel & Gretel By Anthony Browne
*Aladdin The Thousand Nights and one Night Retold by David Walser	*Coyote in the Sky: How the Sun, Moon and Stars Began by Emmet Garcia
*The Brothers Grimm <ul style="list-style-type: none"> <li>• Little Red Riding Hood</li> <li>• Hansel and Gretel</li> </ul>	

<i>(HarperCollins)</i>	
<b>Fireweed</b> <i>Jill Paton Walsh (Hot Key Books)</i>	<b>River Boy</b> <i>Tim Bowler (Oxford University Press)</i>
<b>The Arrival</b> <i>Shaun Tan (Hodder)</i>	

### RWI Book List

Y6

*Sleeping Beauty by Charles Perrault	*The Snow Queen By Hans Christian Anderson and Christian Birmingham
*The Fisherman and the Genie The Thousand Nights and one Night Retold by David Walser	
*Sinbad The Thousand Nights and one Night Retold by David Walser	
Beowulf	*Jason and the Argonauts By John Malam and David Antram
Black Ships before Troy: The Story of Iliad	





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Intent, Implementation and Impact: English - Reading

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<ul style="list-style-type: none"> <li>Pied Piper of Hamelin</li> <li>Jorinda and Jorindel</li> </ul>	Jonathan Swift's "Gulliver"	The Prince and the Pauper
The Little Prince	*The Selfish Giant Oscar Wilde Stories for Children	
King Arthur and His Knights of the Round Table	Elephant's Child	*Robinson Crusoe: Retold from the Daniel Defoe Original by Deanna McFadden, James Akib and Arthur Pober
*Hercules by Geraldine McCaughran	Mr William Shakespeare's Plays	Arthur High King of Britain
*Stories of the Prophets in the Holy Qur'an By Ruth Woodall and Sharella Abdul Hagg	*The Adventures of Odysseus By Daniel Morden and Hugh Lupton	The Lion Storyteller Bible <ul style="list-style-type: none"> <li>King Solomon's Wisdom</li> <li>The Feeding of the 5000</li> </ul>
The Lion Storyteller Bible <ul style="list-style-type: none"> <li>Jesus Cleansing a Leper</li> <li>Walking on Water</li> </ul>	*D is for Dragon Dance By Ying Chang Compestine	*Stories from World Religions by Anita Ganeri and Jackie Morris <ul style="list-style-type: none"> <li>The Monkey King and the Heavenly Peaches</li> <li>The Blessed Last Prophet</li> </ul>



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## Intent, Implementation and Impact: English - Reading

<b>Independent reading and home/school reading</b>				
<b>Intent</b>	Independently reading phonically decodable books matched to their phonic knowledge and skills	Reading age-appropriate books Increasing stamina. Once children are working within the grey stage of the RWI phonics programme they begin their Accelerated Reader journey.	Choosing appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read novels independently with understanding achieving a reading age of 9+ (by end of Y4)	Reading age appropriate books, including whole novels achieving a reading age of 11+ (by end of Y6).  Widening the range and challenge of books they read, including texts from a wider literary heritage following reading book pathway.
<b>Implementation</b>	Decodable books selected based on level as determined by RWI assessments. Books selected by adult in class Books changed as and when required (RWI Book and Book Bag Books.) 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		
<b>Guided reading/reading instruction</b>				
<b>Intent</b>	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
<b>Implementation</b>	Daily Read Write Inc. phonics sessions. These sessions include guided reading to ensure independent application and develop comprehension skills.	Daily guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability Guided reading sessions include activities enabling children to practise and apply reading skills. When children are not in Guided Reading group with an adult they read independently and/or complete independent comprehension activities.		



# Kingskerswell Church of England Primary School

## Intent, Implementation and Impact: English - Reading

		An increasing expectation of written recording of understanding through KS2		
Core texts	<p>RWI Books from Red through to Grey</p> <p><b>Moving on to through end year 1 / beginning of year 2</b>  <b>Re – Think Reading Guided Reading Y1 List</b></p> <p><i>Where's my teddy?</i> Jez Alborough  <i>We're going on a lion hunt</i> Axtell, David  <i>Stars and galaxies</i> Buckley, James  <i>Tom, Dad and Colin</i> Burchett, Jan  <i>Pirates Hunt</i>, Roderick  <i>Kipper's A to Z</i> Inkpen, Mick  <i>Giant animals</i> Llewellyn, Claire  <i>Sid is sick</i> Lynch, Emma  <i>Peace at last</i> Murphy, Jill  <i>The bus is for us</i> Rosen, Michael  <i>There's something in the garden</i> Shipton, Paul  <i>Monkey's magic pipe</i> Thomson, Pat  <i>All about flowers</i> Throp, Claire  <i>Tadpole's promise</i> Willis, Jeanne</p>	<p><b>Re – Think Reading! Y2</b></p> <p><i>Man on the moon</i> Bartram, Simon  <i>Beware of boys</i> Blundell, Tony  <i>The tale of Little Red Riding Hood</i> Bradman, Tony  <i>Guess who, haiku</i> Caswell, Deanna  <i>Something Else</i> Cave, Kathryn  <i>Finn MacCool and the Giant's Causeway</i> Dougherty, John  <i>Danny Dreadnought saves the world</i> Emmett, Jonathan  <i>Very little Cinderella</i> Heapy, Teresa  <i>A tale of two beasts</i> Robertson, Fiona  <i>Clown fish</i> Schuh,  <i>Pond</i> Mari Spilsbury</p>	<p><b>Re – Think Reading! Y3/4</b></p> <p><i>The Julian stories</i> Cameron, Ann  <i>Short too!</i> Crossley-Holland, Kevin  <i>The penguin in lost property</i> Dean, Jan  <i>Out for the count</i> Fine, Anne  <i>The cat, the dog, Little Red, the exploding eggs, the wolf and Grandma's wardrobe</i> Fox, Christyan  <i>Tropical rainforests</i> Gray, Leon  <i>The pea and the princess</i> Grey, Mini  <i>The lion and the unicorn</i> Hughes, Shirley  <i>Squishy McFluff</i> Jones, Pip  <i>Welcome to the rock pool</i> Owen, Ruth  <i>All the king's tights</i> Smith, Maudie</p> <p><b>Additional Texts</b>          (Teacher choice/Topic Related)</p> <p>To be updated...</p>	<p><b>Re – Think Reading! Y5/6</b></p> <p><i>The Snow Queen</i> Andersen, Hans Christian  <i>Farther</i> Baker-Smith, Grahame  <i>The viewer</i> Crew, Gary  <i>The promise</i> Davies, Nicola  <i>Pirates</i> Fox, E T  <i>Way home</i> Hathorn, Libby  <i>Collected poems for children</i> Hughes, Ted  <i>The fib</i> Layton, George  <i>Varmints</i> Ward, Helen  <i>Mr. William Shakespeare's plays</i> Williams, Marcia</p> <p><b>Additional Texts</b>          (Teacher choice/Topic Related)</p> <p>To be updated...</p>



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## Intent, Implementation and Impact: English - Reading

Shared reading as part of teaching sequence												
<b>Intent</b>	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											
<b>Implementation</b>	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).											
<b>Core texts</b>	<b>Teaching Sequence Texts</b>			<b>Teaching Sequence Texts</b>			<b>Teaching Sequence Texts</b>			<b>Teaching Sequence Texts</b>		
	<b>Foundation / Year 1</b>			<b>Year 1</b>			<b>Year 3</b>			<b>Year 5</b>		
	<b>Fiction</b>	<b>Non – Fiction</b>	<b>Poetry</b>	<b>Fiction</b>	<b>Non – Fiction</b>	<b>Poetry</b>	<b>Fiction</b>	<b>Non – Fiction</b>	<b>Poetry</b>	<b>Fiction</b>	<b>Non – Fiction</b>	<b>Poetry</b>
	Knock, Knock Open the Door by Michaela Morgan  On the Road by Susan Stegall  Oi Frog by Kes Grey	Knights (from the Leapfrog Learners series) by Annabelle Lynch	What I Like! Poems for the Very Young by Gervaise Phinn  The Train Ride by June Crebbin	Dear Mother Goose by Michael Rosen  What Happens When...? By Delphine Chedrun  Fatou, Fetch the Water by Neil Griffiths	Now you Know Science: What's it Made of? by Terry Jennings and Honor Head  Amelia Earhart (Little People, Big Dreams) by Izabel Sanchez Vegara  Seaside by Ruth Thomson	Zim Zam Zoom by James Carter  I Love Bugs by Emma Dodd	Mimi and the Mountain Dragon by Michael Morpurgo  Fossil by Bill Thomson  Myth Atlas by Thiago de Moraes	Dare to Care: Pet Dragon by Mark Robertson and Sally Symes  Book of Bones: 10 Record Breaking Animals by Gabrielle Balkan  Until I Met Dudley by Roger McGough	The Works KS2 chosen by Pie Corbett  Poetry Pie by Roger McGough  Paint me a Poem by Grace Nichols	Ice Bear By Jackie Morris  The Tear Thief by Carol Anne Duffy  Kensuke's Kingdom	The Secrets of Stonehenge and Granstrom  Everest by Alexandra Stewart, illustrated by Joe Todd-Stanton  Where My Wellies Take Me by Michael and Clare Morpurgo Part 1	Is this a poem? What makes a poem and how YOU can write one by Roger Stevens  The Lost Words by Robert McFarlane and Jackie Morris  Where My Wellies Take Me Part 2 by Clare Morpurgo





# Kingskerswell Church of England Primary School

## Intent, Implementation and Impact: English - Reading

<b>Intent</b>	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.
<b>Implementation</b>	.			
Core texts	Topic Books	Topic Books	Topic Books	Topic Books
<b>Assessment</b>				
<b>Assessment:</b> Evidence in order to assess impact (Examples only)	EYFSP Phonic Screening Check Observations of reading behaviour and talking to pupils RWI phonic assessments for sounds, fluency and accuracy. Independent reading and home reading records	SATs Phonics Screening Check (Resits) Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records RWI phonic assessments for sounds, fluency and accuracy. Accelerated Reader Programme STAR Reading Test	Accelerated Reader Programme STAR Reading Test (PIRA/Testbase etc.) Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Verbal and written book reviews & recommendations Verbal and written responses to reading activities	SATs Accelerated Reader Programme STAR Reading Test (PIRA/Testbase etc.) Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Verbal and written book reviews & recommendations Verbal and written responses to reading activities
<b>Assessment Expectations:</b> (What assessment criteria are used? When? Moderation?)	RWI expectations Reception: end of the autumn term on ditties 1-10. End of spring term on Red Ditties. End summer term on Green/Purple. Y1 chn should be Green/Purple at the start of the autumn term, Pink/Orange by the end of the autumn, end spring Yellow and Blue/Grey by the end of the summer	A/R Reading age of 7+ Pass for any PSC retakes. Reading SATs Year 2 – Scaled score of 100+	Y3 A/R Reading age of 8+ Y4 A/R Reading age of 9+ Ongoing Reading Assessment sheets tracking skills achieved. PIRA/Testbase Standardised Scores 95+	Y5 A/R Reading age of 10+ Y6 A/R Reading age of 11+ Ongoing Reading Assessment sheets tracking skills achieved. PIRA/Testbase Standardised Scores 95+



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*Intent, Implementation and Impact: English - Reading*

	<i>term. Y2 beginning autumn Blue, end autumn/spring half-term Grey, off RWI Phonics by the end of the spring term</i>			<i>Reading SATs Year 6 – Scaled score of 100+</i>
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