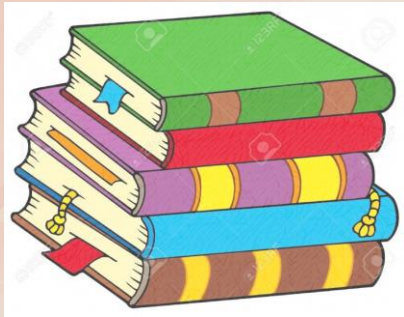


Reading



WELCOME



Reading at St Michael's...



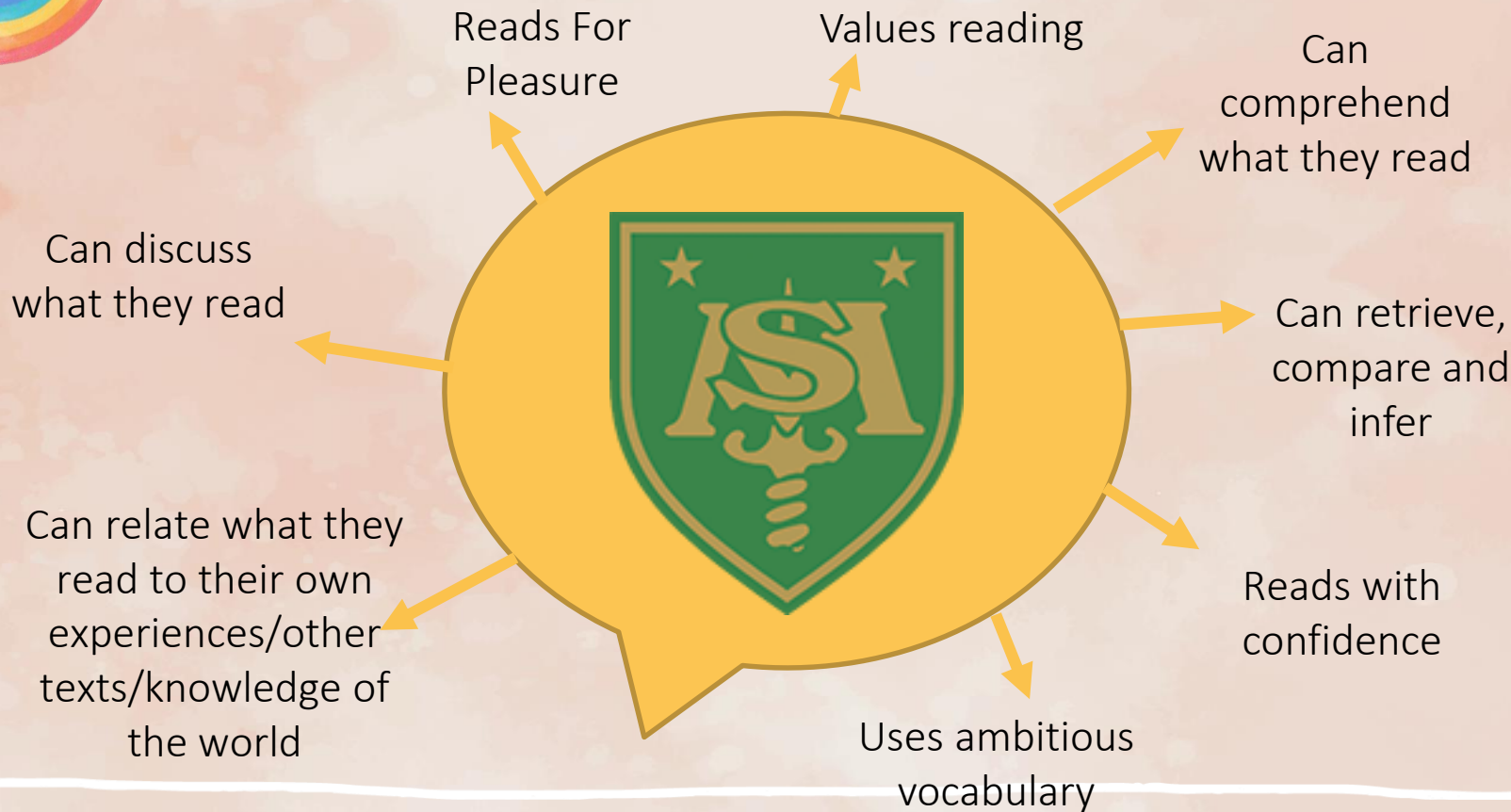
Reading

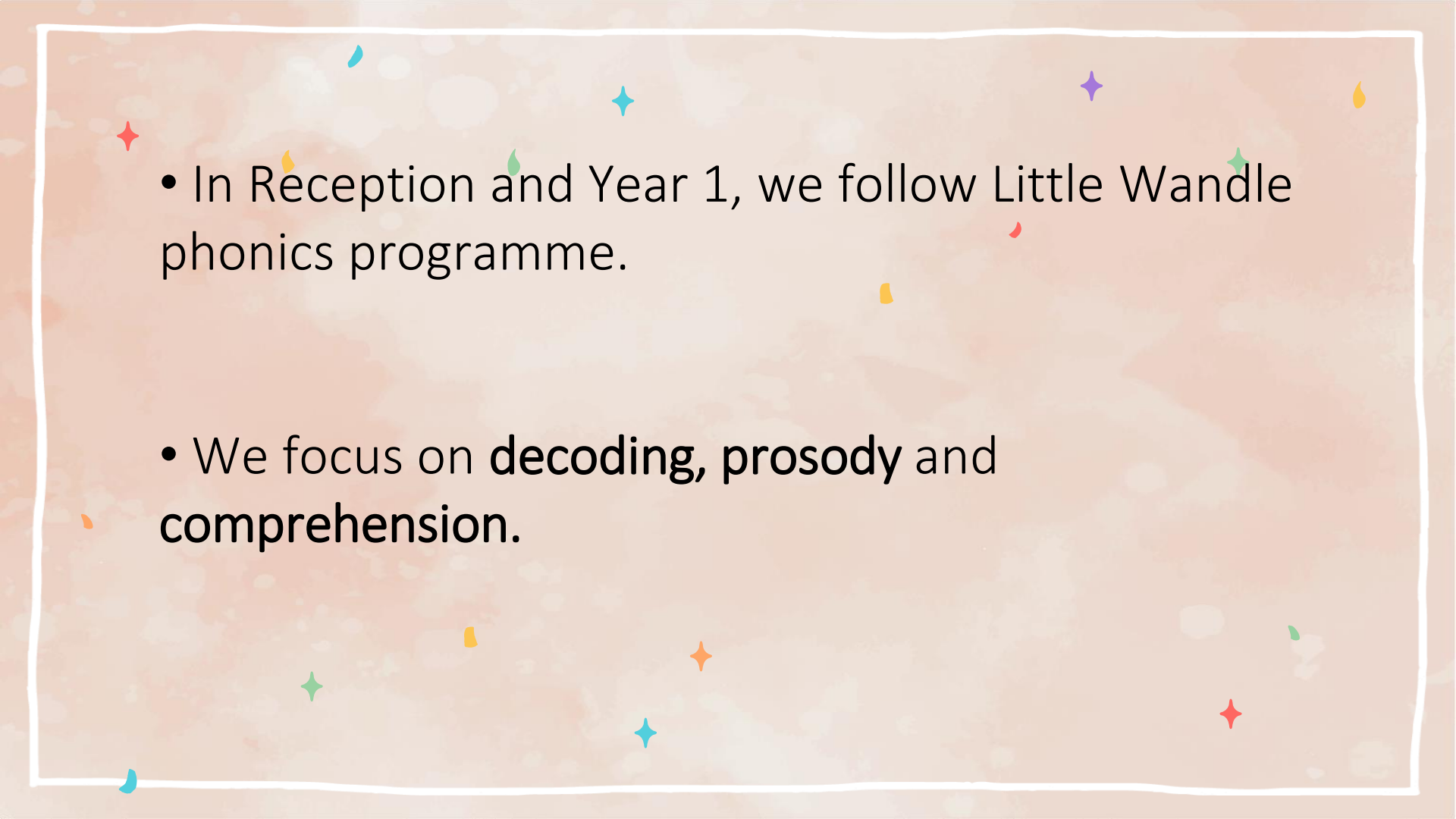


- I LOVE reading all kinds of texts
- I read for a purpose
- I can comprehend what I read



What a St Michael's Reader looks like...





- In Reception and Year 1, we follow Little Wandle phonics programme.

- We focus on **decoding, prosody** and **comprehension**.

When the children reach Year 2, they will continue to read books from the reading schemes that we have available at school and from the Collins Ebooks website or App. These are organised into levels. Below is a guide to show the expected level of progress through the levels of books. Please note some children will progress faster and some will progress more slowly through the levels. The most important thing is that they read with an adult every day at home and follow the same structure of re-reading set out above. Please continue to record their daily reading in their Reading Record.

Year 2	Levels 6 – 9
Year 3	Levels 10 -11

During year 3, our aim is for children to become independent ‘free’ readers. From this stage onwards, the children are free to choose their own books. They might choose to continue with the levelled books at school, select books from our wonderful class libraries or bring in a book from home or from the local library. They will continue to have access to the Collins Ebooks website or App too.

We want them to enjoy reading fluently and be excited about their books but their choices are very important and they will need guidance. Your child should be encouraged to choose to range of fiction, non-fiction, poetry etc. They should make sure their books are at an appropriate level. The benchmark is the same as above – 90-95% accuracy. Daily reading should still continue but you may find that your child wants to read by themselves. They should continue to track their daily reading in their Reading Record and you should still listen to them read aloud regularly, checking for prosody and comprehension. Please add a comment to the Reading Record when this happens.

Year 4	Levels 14 - 15
Year 5	Levels 16
Year 6	Levels 17 - 18

- From **Year 2** onwards we use a resource called **Take One Book** for our Guided Reading lessons.
- Take One Book is devised by Nikki Gamble and Just Imagine consultants with contributions from teachers working in their partner schools.
- It consists of a rigorously curated collection of fiction, nonfiction, poetry and picture books.
- We focus on one book each half term and build on the skills of decoding, prosody and comprehension as well as the acquisition of new language.
- We aim to develop a **reciprocal** reading culture where the children are encouraged to discuss what they have been reading and relate it to their experiences, to enhance their skills of comprehension.



Saint Michael Catholic Primary School - Reading Curriculum 2022 – 2023



Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Natural World (EYFS theme)		Human World (EYFS theme)		Fantasy World (EYFS theme)	
	Rose's Walk – Pat Hutchins Little Wandle Phase 1	The Enormous Turnip – A Folk Tale Little Wandle Phase 1	The Gingerbread Man – A Fairy Tale Little Wandle Phase 1	We're Going On A Bear Hunt – Michael Rosen Little Wandle Phase 1	The Three Billy Goats Gruff/Little Red Riding Hood Little Wandle Phase 2	The Very Hungry Caterpillar – Eric Carle Little Wandle Phase 2
Reception	We're Going On A Bear Hunt – Michael Rosen Little Wandle Phase 1/2	Twas The Night Before Christmas – Clement Clarke Moore Little Wandle Phase 2	The Train Ride – June Crebbin Little Wandle Phase 3	The Way Back Home – Oliver Jeffers Little Wandle Phase 3	Jack And The Beanstalk – Fairy Tales Little Wandle Phase 4	The Three Little Pigs Little Wandle Phase 4
Year 1	Little Wandle Phase 3 & 4	Little Wandle Phase 5	Little Wandle Phase 5	Little Wandle Phase 5	Little Wandle Revision Phase 3-5	Little Wandle Revision Phase 3-5
	Class Text: Poetry/Traditional Tales/Fiction Chocolate Cake – Michael Rosen The Marvelous Moon Map – Teresa Heapy Pumpkin Soup – Helen Cooper There Is No Dragon In This Story – Lou Carter		Class Text: Non-Fiction/Fairy Tales Ice Bear – Nicola Davies Here We Are – Oliver Jeffers One Day On Our Blue Planet: In The Rainforest – Ella Bailey Good Little Wolf Nadia Shireen		Class Text: Fiction The Legend of Kevin – Mr Philip Reeve Grandma Bird – Benji Davies Leaf – Sandra Dickman	
Year 2	Contemporary Poetry Message From The Moon & Other Poems Hilda Offen	Mystery The Night Gardener – Terry & Eric Fan	Non-Fiction One Plastic Bag – Isatou Ceesay Rhythm Of The Rain – Grahame B.Smith	Fairy Stories & Traditional Tales Sleeping Beauty, A Mid Century Fairy Tale – David Roberts	Humour The Wolf, The Duck And The Mouse – Mac Barnett	Fiction The Moon Dragons – Dyan Sheldon
	Class Text: Poetry The Owl And The Pussy-Cat – Edward Lear		Class Text: Historical Fiction / Modern Fiction Boundless Sky – Amanda Addison / The Big Big Sea – Martin Waddell		Class Text: Fiction The Night Train by Matilda Woods	
Year 3	Poetry Moon Juice – Kate Wakeling	Fiction Blue John – Berlie Doherty	Non Fiction The Pebble In My Pocket – Meredith Hooper	Twisted Fairy Stories & Nursery Rhymes Who's Afraid Of The Big, Bad, Book – Lauren Child	Classic Fairy Tales The Steadfast Tin Soldier – Hans Christian Andersen	Fiction Captain Cat – Inga Moore
	Class Text: Poetry Daydreams And Jelly Beans – Alex Whitton & Katy Riddell		Class Text: Fables & Folktales Arabic Folk Tales – Rodaan Al Galidi		Class Text: Fiction Planet Omar – Zano Milan	
Year 4	Poetry The Language Of Cat – Rachel Rooney	Traditional Tales From Other Cultures A Dolls Of Ghee And A Pot Of Wisdom – Chitra Sounder Stories From India	Non Fiction Walter Tull's Scrapbook – Michael Morgan	Fiction Ylsp – Zara Fraillon	Fiction King Of The Sky – Nicola Davies	Illustrated Fiction Cloud Tea Monkeys – Juan Wijngaard
	Class Text: Poetry Poems Aloud / Smile Out Loud – Joseph Coelho		Class Text: Non Fiction / Classic Humanimal – Christopher Lloyd		Class Text: Fiction Varjak Paw – SF Said	
Year 5	Dystopian-Fiction Hoodland – Marcus Sedgwick	Historical Fiction Rose Blanche – Jan McEwan	Narrative Poetry The Highwaymen – Alfred Noyes	Historical Non-Fiction Shackleton's Journey – William Grill	Gothic Fiction Clockwork – Philip Pullman	Fiction Greenling – Levi Pinfold
	Class Text: Poetry On The Move – Poems About Migration – Michael Rosen		Class Text: Novella Birdsong – Katya Balen		Class Text: Twisted Traditional Tales Blackberry Blue – Jamila Gavin	
Year 6	War Poetry The Snow Goose – Paul Gallico	Social Justice A Story Like The Wind – Gill Lewis	Graphic Novel The Savage – David Almond		Non Fiction On The Origin Of Species – Sabine Ravava	Historical Fiction Beowulf – Kevin Crossley Holland
	Class Text: Historical Fiction While The Storm Rages – Phil Earle		Class Text: Modern Fiction Holes – Louis Sachar		Class Text: Magical Realism Skellig – David Almond	

Green: Early Reading/Phonics (Little Wandle)

Red: Class texts read to the class by the teacher

Purple: Teaching texts for reading lessons (Take One Book)

How do we teach and support Reading in Year 2 to Year 6?

Children are heard read at least once a fortnight by their teachers.

Those that need extra support are heard read more often.

Taught Guided Reading once a week.

Comprehension Home Learning every fortnight.

PIRA Assessment test at the end of every term, which are sent home so that the results can be shared.

Each class has a class text read to them – deliberately challenging and usually 'a bit different.'

Mr Lane and Mrs Tillotson hear some readers every week – Reading Champions.

Reading Ambassadors – children that promote a love of reading.

We are introducing a new intervention for those that need extra support called Boosting Reading @ Primary (BR@P) . This involves similar strategies to Reading Recovery but is for older children.

Reading Gladiators and Comprehension Club in Year 6.

Parents and Carers are the key to unlocking reading for pleasure! Please read and complete Reading Record at least 5 times a week, every day if possible.



7 Strategies the can be used when guiding readers...

Strategy	What the Strategy Involves
Predicting	Making a logical guess as to what happens next.
Questioning	Asking questions about the text to expose different layers of meaning.
Clarifying	Checking how specific words and phrases have been understood.
Summarising	Stating the main events, actions or ideas in a text.
Thinking Aloud	Reading a few sentences and verbalising what has been understood.
Noting Text Structure	Highlighting the main features of a text.
Visualising	Developing the visual image of a written text.



✦ Story Time...

Are you sitting comfortably?



WENDY MEDDOUR

DANIEL EGNÉUS

TIBBLE AND GRANDPA

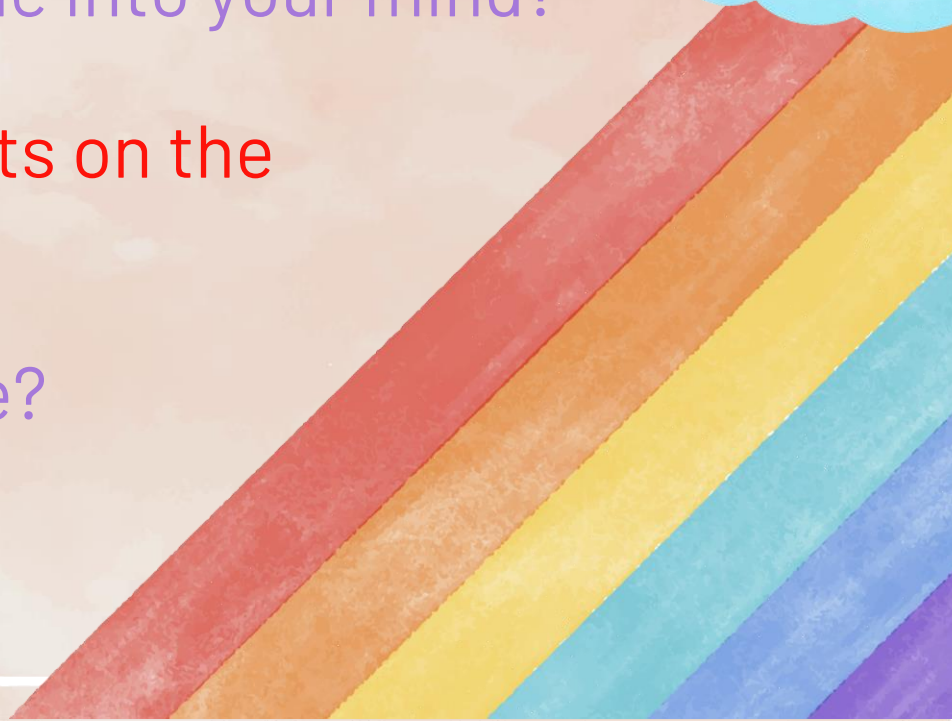


How did it make you feel?

What thoughts/words came into your mind?

Please record your thoughts on the sticky note provided.

Does anyone want to share?

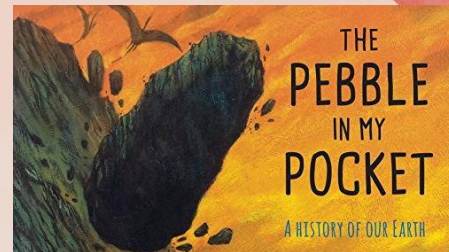




Time for another
activity...

Sometimes the best way to explore new vocabulary is to play a game... (CLARIFYING)

1. Get into pairs
2. Number yourselves 1 and 2
3. Partner 1 has to choose a verb and act it out for Partner 2 to guess.
4. When correctly guessed – swap roles.



Pebble in My Pocket Movement Verbs

creeping	hurling	tilting	colliding
shifting	spilling	folding	pushing
melting	flowing	buckling	expanding
shaking	rising	crumpling	shrinking
seeping	kicking	wedging	falling
running	growing	splitting	crashing



Time for another
activity...

What are your first impressions of these characters?
(PREDICTING)



- 1) In partners discuss who you would rather be friends with and why – you must give evidence.
- 2) Predict what the relationship is between them.

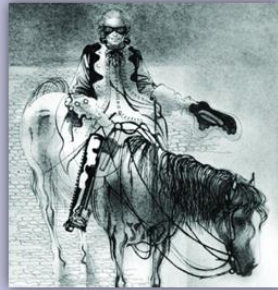
First
impressions...

WHO ARE THEY?

Bess



The Highwayman



Tim



You have just met 'The Highwayman', Bess and Tim from the
Poem 'The Highwayman' by Alfred Noyes.

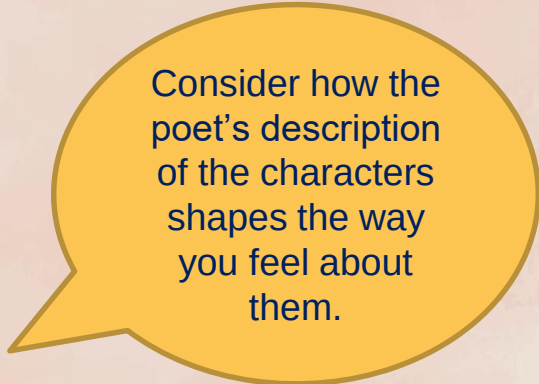
Colour –
what clues
does it
give?

Do our first
impressions of
the character
change as we
read?

Prediction



Read the text...



Consider how the poet's description of the characters shapes the way you feel about them.

Has your opinion of the characters changed?



Questions you could ask your child when reading...



Looking Questions

Expose understanding
Where are the gaps?
Have the children understood
the text at a literal level.



Example from *Why the crayons quit...*
What colour is the sky?

Clue Questions

Explore & deepen understanding.
Look for clues in the text (inference).



Example from *Why the crayons quit...*
Do you think it will rain?

Thinking Questions

Expand – use their background knowledge
and knowledge they have of other stories/characters
that are similar.
Develop their language at a higher level.
Learn more about their thoughts and understanding of the text.
See if they can apply their knowledge.



Example from *Why the crayons quit...*
Does it matter if it rains?

I see...
I think...
I wonder...



How can you help?

- Choosing the right book is really important.
- Class library – it is stocked with carefully chosen texts.
- Visit your local library.
- E Books are available to Year 6 with a wide range of quality authors.
- Vary the genres – try something new!
- Try to avoid repeating popular authors again and again e.g David Walliams, Diary of a Wimpy Kid etc.
- Explore new language and ask your children to summarise what they have read.
- Use the question prompts available on the website.

Useful Websites for book recommendations and eBooks...

<https://primarysite-prod-sorted.s3.amazonaws.com/st-michael-cps/UploadedDocument/793f0d63-6114-4e54-b049-ecd183db3dfc/e-books-info-for-parents-updated.pdf>

[BookTrust: Getting children reading | BookTrust](#)

[Best Books for Schools](#)

[Reading Matters – children's book news | Library Lady \(alibrarylady.blog\)](#)





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