

Our Reading Curriculum

Sutton-in-Craven Community Primary School



We are an aspirational place where learners grow.

Our school is kind and happy and we respect and celebrate the differences in ourselves, our community and our world.

Our children become responsible, determined and independent citizens.

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Intent: The English Curriculum

“Education is not the filling of a pail, but the lighting of a fire.”

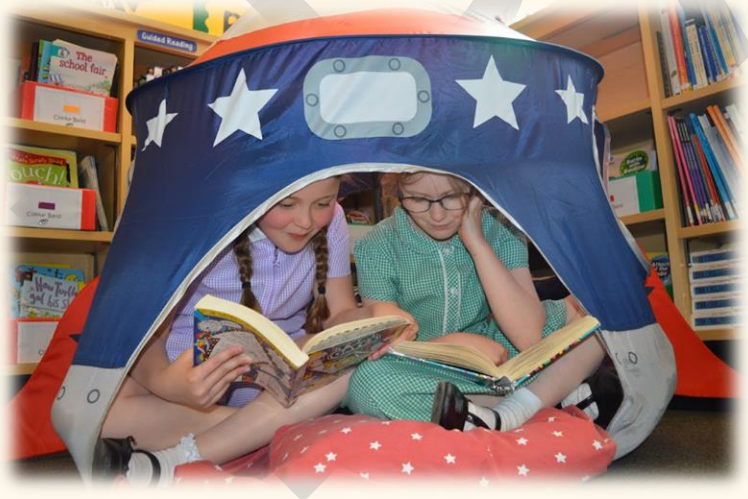
(W.B Yeats)

At Sutton in Craven Community Primary School, the teaching of English forms the foundation of our curriculum. Our aim is to ensure that our children leave primary education literate in the areas of reading, writing, speaking and listening. We aim for them to make progress across the Key Stages and to become passionate readers and writers, eloquent and confident speakers and engaged listeners. English at Sutton CP School isn't only a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded across all subjects, within all our lessons and we strive for a high level of immersion in written and spoken English for all.

Through using high-quality texts from a wide range of genres, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at Sutton CP School will be exposed to a language enriched, creative and continuous English curriculum. This will not only enable them to become primary literate, but will also ignite within our pupils a love for reading, creative writing and purposeful speaking and listening.

A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas, opinions and emotions to others, and - through their reading and listening - others can communicate with them. The children will have a chance to develop culturally, emotionally, intellectually, socially and spiritually and to celebrate the diversity and worth of themselves and others. In doing so, our learners will grow and flourish; they will develop a love of the spoken and written language and will become the best readers, writers, speakers and listeners they can be through the subject of English.

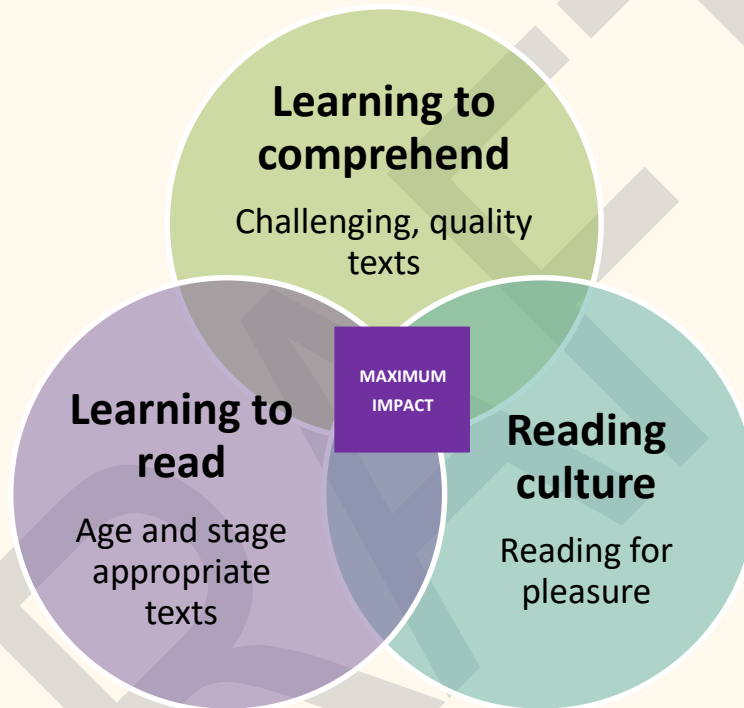
At Sutton in Craven CP School, we aim to give our children the best start in establishing secure foundations in literacy by ensuring that all children become successful, independent, fluent readers. Our primary intent is to create a culture of passion for reading, where children are encouraged to read widely and for pleasure. We prioritise developing and driving our children's passion for reading and writing which they will carry with them through their further education and beyond as they continue on their journeys as confident life-long readers.



“Reading is the ability that, once set in motion, has the ability to feed itself. Readers read. Readers comprehend.” (Michael Morpurgo)

Implement: Three Strands of Reading

Teaching reading effectively at Sutton in Craven Community Primary School relies on integrating three important strands across all Key Stages: learning to read, learning to comprehend and reading culture. (*Talk For Reading*)



“I love reading! I like how I can choose the things that I read and – if I’m not enjoying reading something – I can swap it for something else. It means I don’t get bored!” (Poppy, Year 6, 2023)

“To learn to read is to light a fire. Every syllable that is spelled is a spark.”
(Victor Hugo)

Implementation and Provision

How are these three strands of effective reading implemented and delivered in our school?

Learning to Read

- Consistent, daily teaching of phonics through *Little Wandle*, our chosen Systematic Synthetic Phonics programme and appropriate intervention
- Effective intervention and catch-up sessions
- Small group and whole class reading practise sessions
- Decodable and grouped books for all ages and reading abilities
- Progression of pupils' ability to decode and recognise words, leading to fluency
- Development of automaticity and prosody
- Immersion in a vocabulary rich environment
- Developing effective reading behaviours and a positive reading culture
- A range of daily opportunities to read aloud for pleasure with adults and peers and independently
- Adult modelling of decoding, automaticity, fluency and prosody through the reading of whole class texts

Learning to Comprehend

- Challenging, quality texts used (fiction, non-fiction and poetry)
- Opportunities to teach and apply reading comprehension strategies (both small group and whole class)
- Reading appreciatively and critically
- Opportunities for formal and informal talk about reading
- Language and vocabulary rich environment
- Varied styles of questioning and reading strategies (VIPERS)
- Links with wider curriculum, learning and experiences
- Opportunities to independently apply learning to demonstrate comprehension
- Timely and effective intervention for identified children

The Reading Culture

- Grouped system of books to allow pupils independence in selecting appealing reading material at reading stage and age-appropriate levels
- Library and class-based access to fiction, non-fiction, poetry and disciplinary texts.
- Class Reading Spine: bespoke collections of class-based texts are being curated to offer exposure to current texts and authors, protected characteristics and a wider range of world cultures and experiences
- Dedicated time and space to read independently
- Development of inviting, positive, well-resourced reading areas
- to children daily to inspire English units, enhance cross-curricular learning and model fluency and prosody
- Cross-curricular reading opportunities using disciplinary texts
- Teachers as readers to promote, guide, recommend, model and encourage informal discussion (eg: whole class texts)
- Participation in national reading for pleasure initiatives (eg: World Book Day and World Poetry Day)
- Motivational competitions (eg: Reading in Peculiar Places) to encourage a love of reading
- Visiting book fairs
- Author visits to school (or through collaboration with other local schools)
- Parental support of their child's reading at home



“There is real power in reading aloud and sharing books with others. Reading can be a social experience and promotes opportunities for informal book discussions. It helps some children share their enthusiasm and enjoyment for reading with others. It helps others to realise that these attitudes are contagious! Shared reading can inspire reluctant readers and introduce them to the joys that books can bring!”

(Miss Dunkley, Year 6 teacher)

Reading Provision Across the Year Groups

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Whole class text read daily to all pupils (prosody modelled by adults)						
Time to read for pleasure from books of personal interest						
Access to reading stage and age-appropriate reading books						
Class spine of reading books (different groups and protected characteristics)						
Reading as the starting point to inform our writing						
Immersion in a vocabulary and language rich environment						
Daily phonics sessions <i>(Little Wandle)</i>			Still applicable for some Y3 pupils			
Small Group Reading Practise Sessions x 3 <i>(Little Wandle)</i>						
Access to timely intervention to support development and progress in reading as needed						
			Small group reading comprehension and prosody sessions			Whole class reading sessions

Research shows that a child who reads every day does better at every stage of their education. We see this in our school, where the children who read the most make the most progress, not just in reading, but across all subjects.

At Sutton in Craven Community Primary School, we encourage parents and families to help us to promote the importance of regular reading, regardless of the age of the child. Reading is at the heart of our curriculum and we aim to instill a love for reading in all of our pupils, regardless of academic ability or background.

Pupils at Sutton in Craven CP School will have varied opportunities for immersion in reading every single day. Reading is one of the best ways for pupils to expand their vocabulary, with those who read for 20 minutes each day reading – on average – a staggering 1.8 million words a year!

“Phonics is the ladder the reader climbs, only to kick it away once it has been surmounted... Phonics requires the reader to process every letter.”

(Nicholas Bielby)

READING ADDS UP



1 minute a day

= 180 minutes per academic year
= 56,400 words
= 10th percentile

5 minutes a day

= 900 minutes per academic year
= 282,000 words
= 50th percentile

20 minutes per day

= 3600 minutes per academic year
= 1,800,000 words
= 90th percentile



Phonics: *Little Wandle Letters and Sounds Revised*

At Sutton in Craven CP School, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. Our strategies include teaching phonics with fidelity to a high quality scheme and through a carefully selected and developing reading spine where children have access to a range of high quality texts.

Phonics

Systematic synthetic phonics is taught using the 'Little Wandle Letters and Sounds Revised' programme throughout Reception, Year 1 and for our readers who are continuing to develop independence in Years 2 and 3. This is used to ensure the pupils are taught new phonemes in a particular order using the four-part lesson format: revise, teach, practise and apply. Whole-class teaching takes place on a daily basis.

Children in Reception start phonics lessons in week 2 and we follow the Little Wandle Letters and Sounds Revised progression. Each week we teach four new graphemes and every Friday we review the week's learning. Lessons are fast-paced and usually last no more than 20-30 minutes: this is to ensure that all pupils are fully engaged and enjoy their phonics learning. Children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell.

Phonics does not stand alone. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible.

Children in Reception are taught to read and spell words using Phase 2 and 3 graphemes, and words with adjacent consonants (Phase 4) with fluency and accuracy. Each phase has a set of tricky words to learn (words that cannot yet be decoded using their phonics knowledge).

In year 1, pupils continue their phonics learning, usually recapping the phase 3 digraphs and trigraphs, phase 5 is then taught. Phase 5 phonics must be covered by the end of the Spring term to ensure they have consolidation time before the screening check in June.

In Years 2 and 3, Little Wandle Rapid Catch up is used for those who require more support with mastering the phonic code and becoming fluent readers, alongside Little Wandle Fluency books.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound, informing future planning. **Summative assessment** takes place half-termly. Knowledge of each sound is checked, as well as the child being able to apply this when reading words. Pupils who are making slow progress are identified quickly and **intervention** is immediately put into place, alongside the usual phonics teaching. Our interventions are taken from the Little Wandle Letters and Sounds Revised phonics programme ensuring that we have fidelity to one programme within our school.

As the Little Wandle programme is embedded in our school, we have high expectations and aim for all children to keep up, not catch up!

In the autumn term, children begin **reading practice sessions** and these take place three times a week. Each reading practice session has a clear focus and children are taught three key reading skills: decoding, prosody (teaching children to read with understanding and expression) and comprehension (teaching children to understand the text). Every Thursday the children take this book home to read as well as a reading for pleasure book.

Consistency is extremely important in our school. All resources and approaches are the same in all classes to ensure children are solely focussing on their phonic understanding with minimal distraction. Interventions that take place also use the same resources. All staff in school – regardless of the year group they teach - are trained in the phonic programme that we are delivering.



Progression in phonics – Reception

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) 	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

Progression in phonics – Year 1

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Daily Catch-Up intervention is used for those pupils in Reception and Year 1 who require additional support to keep up with their phonics learning.

Progression in phonics – Year 2



In Year 2, pupils who have not yet been assessed as being secure in their learning of phonics will take part in the **Rapid Catch-Up** programme. This is for pupils who require more support with mastering the phonics code and becoming fluent readers.

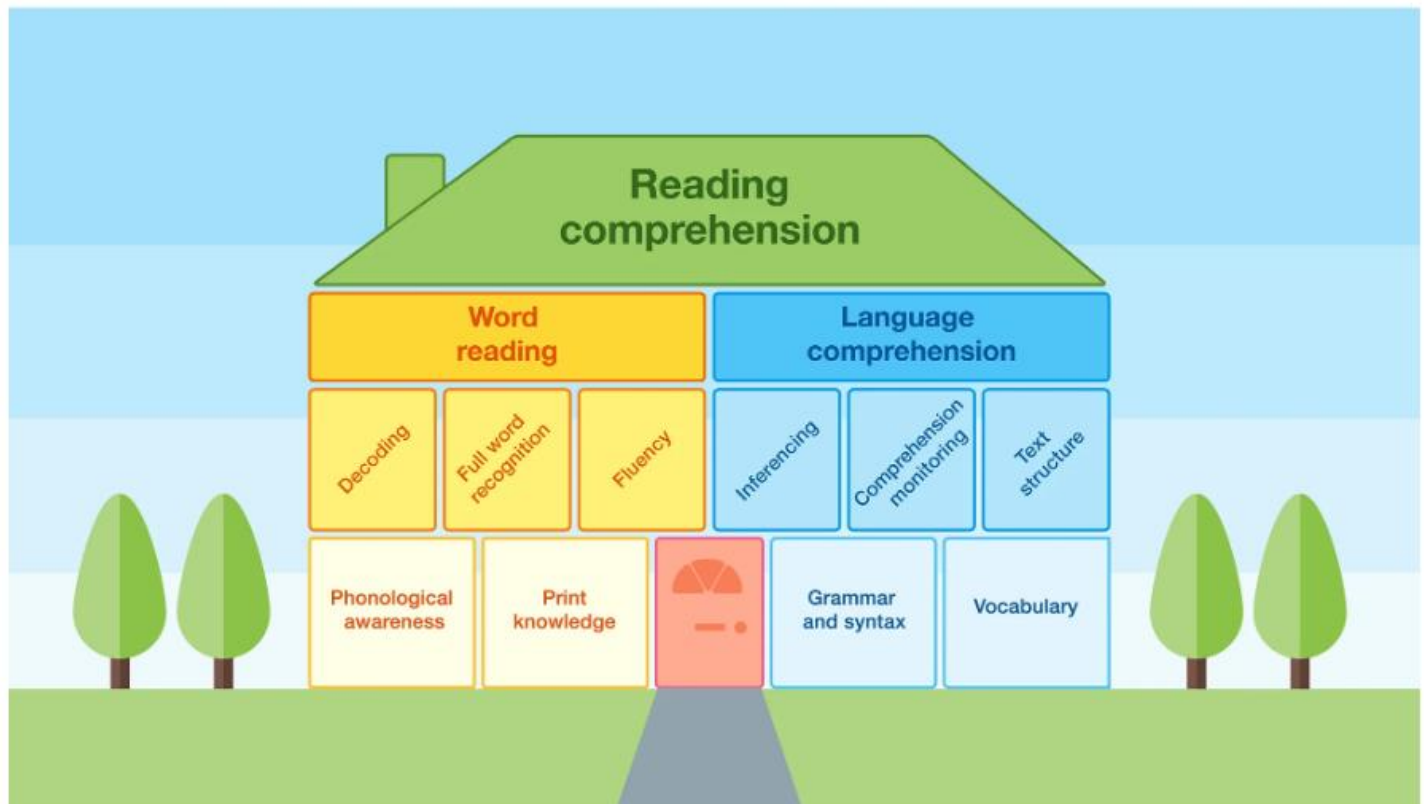
In Year 2, our pupils follow the **Little Wandle Spelling Programme** which builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence. This programme provides a seamless link – once Phase 5 phonics have been completed and are secure – from the core Little Wandle programme to teaching spellings in Year 2.



When our Year 2 pupils have been reading the Phase 5 Set 5 books for at least five weeks, are achieving a reading speed of at least 60 words per minute and have an accuracy of at least 90%, they may then follow the **Little Wandle Fluency Programme**. This allows our children to progress through a range of fiction and non-fiction – reading independently – through ten levels towards a reading speed of 120 words per minute, which is beyond the expected level for Year 3.

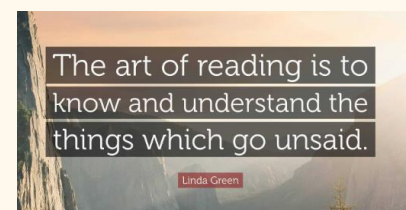
Developing Comprehension

Once our pupils are able to read fluently (they can confidently read words independently), they then need to be explicitly taught language comprehension. Only then will they secure their reading comprehension – the ability to both read words and make meaning of a text.



(The EEF: Education Endowment Fund)

Both small group and whole class reading practise sessions are taught across Key Stage 1 and 2. In these sessions, texts are carefully chosen to ensure they provide the right level of challenge for our pupils: if the text is too easy, then they won't need to use the strategies they are being taught to make sense of the book; if the text is too hard this may affect pupil self-esteem, motivation and engagement.



Within reading practice lessons (formerly known as Guided Reading), children are taught (and engage in in a variety of ways) reading strategies including:

- Activating prior knowledge – what knowledge and background experience do they bring to their reading?
- Prediction – encourages inferences of their reading and looking into the deeper meaning of a range of vocabulary. Pupils are encouraged to predict what might happen next in a text, providing evidence which supports this claim or suggestion.
- Questioning – retrieving answers to a range of questions including who, what, why, where and when? Children are encouraged to create their own questions and to share these with peers.
- Clarifying – identifying and discussing areas of uncertainty within a text such as unfamiliar vocabulary, phrases, content, etc. Clarifying meaning could be taught through discussion; re-reading slowly; looking through clues in images or diagrams; consulting a dictionary; using prior knowledge and experiences; considering what the writer is trying to get across to the reader, etc.
- Summarising – sequencing, consolidating and elaborating on understanding of texts.

These reading comprehension strategies are collectively known as VIPERS across school and focus on skills of:

Vocabulary

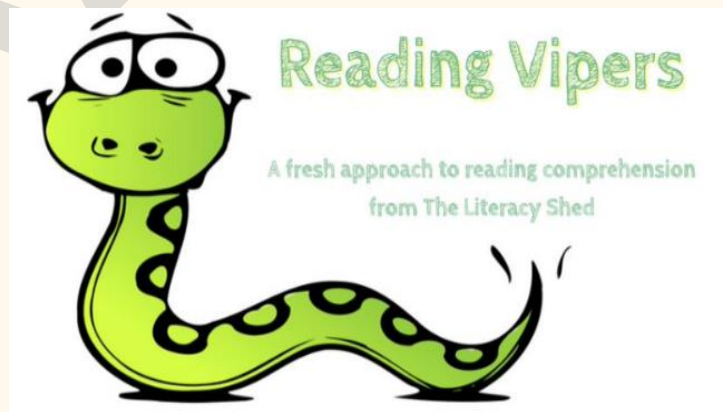
Infer

Predict

Explain

Retrieve

Sequence (KS1) or Summarise (KS2)



Reading practice helps to develop our pupils speaking (oracy) and listening skills within discussion.

At Sutton in Craven CP School, reading practice and comprehension is taught in different ways at the discretion of the class teacher according to the needs of the cohort or individual pupils or groups of pupils.

1. Small groups of targeted pupils are explicitly taught the range of reading comprehension strategies. Pupils are usually of a similar reading age and ability and texts are specifically chosen to provide the appropriate level of challenge. Different groups of children will read different texts, but the teaching of the reading comprehension strategies remains the same for all.
2. Larger groups of children (whole class) read the same text and use this text to apply the reading comprehension strategies they are explicitly taught.

In both cases, **reciprocal teaching** is the aim. This is where teachers gradually hand over responsibility for using the reading comprehension strategies to the pupils. It is a co-operative learning strategy that aims to improve students' reading comprehension strategies based on questioning and the VIPERS skills. Ultimately, pupils will take over the role of the teacher in guiding their comprehension of a text as they master the reading comprehension strategies and apply them independently within their reading.

The teacher's role is to model the processes initially and then gradually hand over responsibility to the students. The reciprocal nature of the strategy promotes collaboration, active engagement and metacognition (thinking about your own thinking!).

The approach of reciprocal teaching offers pupils increased independence in monitoring their own reading and comprehension. However, the approach can cycle back for groups of pupils who require further support.

1. The teacher explicitly describes the comprehension strategy.
2. Teacher models the application and use of this strategy in practice.
3. Collaborative (whole class, small group or paired) practice.
4. Guided practice.
5. Independent use.

Independent Readers: Reading for Pleasure

Once our pupils are able to independently decode with success at the end of the *Little Wandle* programme, they continue to develop their word-recognition, understanding of vocabulary and fluency. More importantly, our children are encouraged to read for pleasure, to develop a lifelong love of reading.

We aim to motivate and engage our readers by creating a positive and persistent culture which puts reading and book discussion at the heart of every day. We strive to provide repeated opportunities for our pupils to practice reading in a variety of ways. It should be a time for reading as a source of relaxation and entertainment, with social and emotional benefits. We want our children to *enjoy* reading and to feel that they *can* read, regardless of their age or ability and free from the constraints of teacher assessment.



Updating and increasing the books our children have access to as they read for pleasure is a key focus of development in our school. We aim to provide our pupils with bespoke collections of books which include reading material for everyone such as:

- fiction, non-fiction, poetry, newspapers and magazine, audiobooks, ebooks
- books celebrating different cultures, religions and ways of life
- books which promote protected characteristics (race, religion, sexuality, family structures, disabilities)
- disciplinary texts (links with science, history and geography for example)

We know that well-chosen literature allows our children to develop a passion for reading and to develop culturally, emotionally, socially and spiritually.


Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary, allowing children to explore and appreciate our rich and varied literary heritage. We also aim to expose pupils to texts based around different cultures, religions, experiences and protected characteristics. As such, by building up a bespoke collection of books (a Class Reading Spine), children will be able to read a wide range of materials in which they see themselves and their families represented and through which they can see - and learn more about - the world around them.

Our children are encouraged to develop the responsibility to choose reading material which appeals to them, regardless of their reading ability. More advanced readers are able to choose picture books if they so wish and – likewise - developing readers can choose challenging material to stretch their imaginations and enhance their understanding of vocabulary. Reluctant readers are guided towards 'quick reads'; these are shorter, high-interest books to motivate our pupils. Children are always encouraged to replace books that they do not get enjoyment from to avoid reluctance.

As well as developing our Class Reading Spines, we have a selection of books based in our school library for our readers to access. Here, fiction is grouped to provide our children with suitable reading material for all stages in their reading journey, taking into account the content, vocabulary and complexity of the text. Our pupils can independently choose from a range of material knowing that their choices will be at a suitable level of challenge to enable them to read and understand the text largely unassisted.

Our children understand the grading of books as being hard, harder and hardest, to avoid feelings of inadequacy if they feel they are reading 'easier' books.



<u>Library Reading Spine band</u>	<u>Lexile Level</u>	<u>Age related expectations</u>
Turquoise	325 – 425	 <div style="border: 1px solid black; padding: 10px; text-align: center; width: fit-content; margin: auto;"> <p>Year 2</p> <p>Hard</p> <p>Harder</p> <p>Hardest</p> </div>
Purple	425 – 525	
Gold	525 – 600	
White	600 – 675	
Lime	675 – 725	
Brown	725 – 775	
Grey	775 – 825	
Dark Blue	825 – 900	
Red	900 – 1000	
Black	1000 +	

We want our readers of all ages and abilities to feel proud of their reading skills, to be motivated to read for pleasure and to enjoy immersing themselves in the texts available to them. We want to provide a stimulating and motivating reading environment where our children to share their reading experiences with others: with adults in schools, with their peers, with other children (both younger and older) and with their parents.

“There are many little ways to enlarge your child’s world. Reading is one of them.”
(Jacqueline Kennedy Onassis)



“I don’t have to look far to find treasures. I discover them every time I visit a library.”

(Michael Embry)

*“A library is a place
vibrating with ideas.”*

*(Nancy Kunhardt
Lodge)*

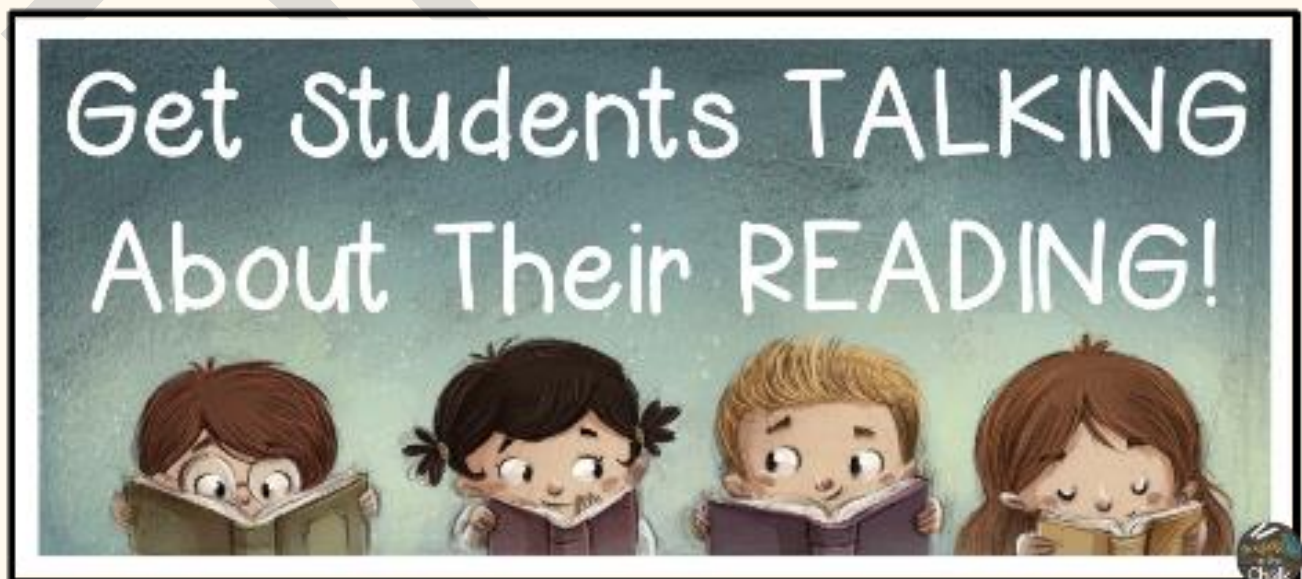


The Importance of Talking About Reading

At our school, children are encouraged to talk about their reading in both formal and informal settings. In reading practice sessions, talk plays a large role in developing pupils' comprehension of their reading and allows them to apply a range of strategies when sharing responses to questions, giving opinions, discussing vocabulary, predicting and summarising.

When reading for pleasure, pupils are encouraged to talk to others – both adults and other children – in an informal setting to share their thoughts, opinions and experiences of the books they are reading. They are encouraged to give recommendations to inspire others to read a variety of texts.

In our library, we do not expect pupils to be silent! Instead, we encourage them to engage in book related talk!



Our Reading Culture: A Snapshot

Reading is a priority at Sutton in Craven CP School. The following is a snapshot of the ways in which we strive to promote a positive and motivational reading culture.

- A grouped system of books to support pupils' independence in selecting appealing reading material which they find enjoyable and inspires and motivates their reading attitudes.
- Library and class-based access to fiction, non-fiction, poetry and disciplinary texts.
- Class Reading Spine: bespoke collections of class-based texts are being curated to offer exposure to current texts and authors, protected characteristics and a wider range of world cultures and experiences.
- An appealing, engaging, easy-to-access library.
- Dedicated time and space to read independently.
- Development of inviting, positive, well-resourced reading areas.
- Cross-curricular reading opportunities using disciplinary texts to children daily to inspire English units, enhance cross-curricular learning and model fluency and prosody.
- Modelling 'teachers as readers' to promote, guide, recommend, model and encourage informal discussion (eg: whole class texts).
- Participation in national reading for pleasure initiatives (eg: World Book Day and World Poetry Day).
- Motivational competitions (eg: Reading in Peculiar Places) to encourage a love of reading.
- Visiting book fairs.
- Author and illustrator visits to school (or through collaboration with other local schools).
- Parental support of their child's reading at home at all stages of their primary education.
- Opportunities to read independently, to adults, to peers and to children from other classes across school.
- Encouraged discussion of the books they read – including recommendations and opinions.
- Local library initiatives (eg: Summer Reading Challenge)
- Developing the appointment of 'Reading Ambassadors' – pupils with a focus on developing our reading culture across school. These children will assist in the library, collaborate to choose new books for the Class Reading Spines and our poetry and non-fiction collections, help to lead book clubs and participate in reading to our younger children across school. They will be identified by special badges and will be great reading role models for others in school to look up to.

Whole Class Stories and Texts



At Sutton-in-Craven CP School, we recognise the value in children hearing adults read aloud to them, to model decoding skills, fluency and prosody. As such, each year group has a carefully chosen book (often promoting protected characteristics) which is read aloud daily by an adult. These books are often linked with cross-curricular topics and sometimes form the inspiration and starting point for our writing. Because these books are read aloud by adults, they are usually pitched at a challenging level to promote discussion, strengthen comprehension and understanding and to introduce our pupils to a variety of vocabulary.

Whole class stories and texts are another medium through which children can gain curricular knowledge, an awareness of the world around them and help them to develop their own perceptions and opinions. They are brilliant opportunities to promote thinking and oracy.

“It is not enough to simply teach pupils to read; we have to give them something worth reading. Something that will stretch their imaginations. Something that will help them make sense of their own lives and encourage them to reach out towards people whose lives are quite different from their own.”

(Katherine Paterson)

EYFS and Key Stage 1 Whole Class Stories and Texts 2023-2024

Reception Key Texts



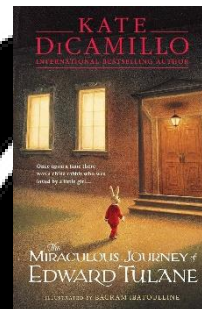
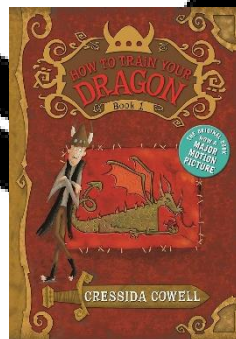
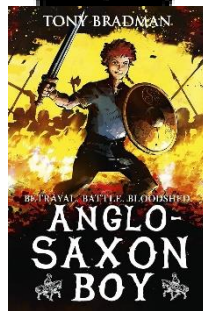
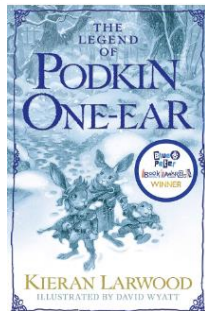
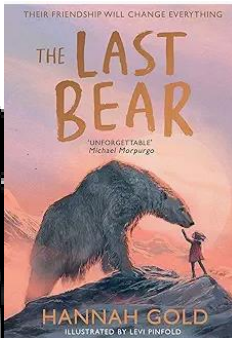
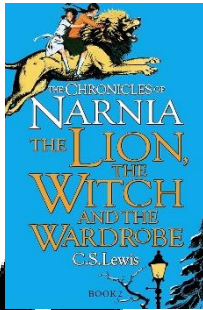
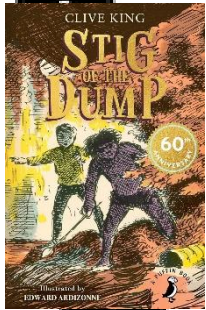
Year 1 Key Texts



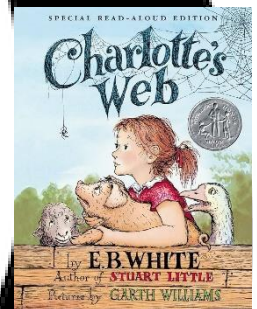
Year 2 Key Texts

Lower Key Stage 2 Whole Class Novels 2023-2024

Year 3 Key Texts



Year 4 Key Texts

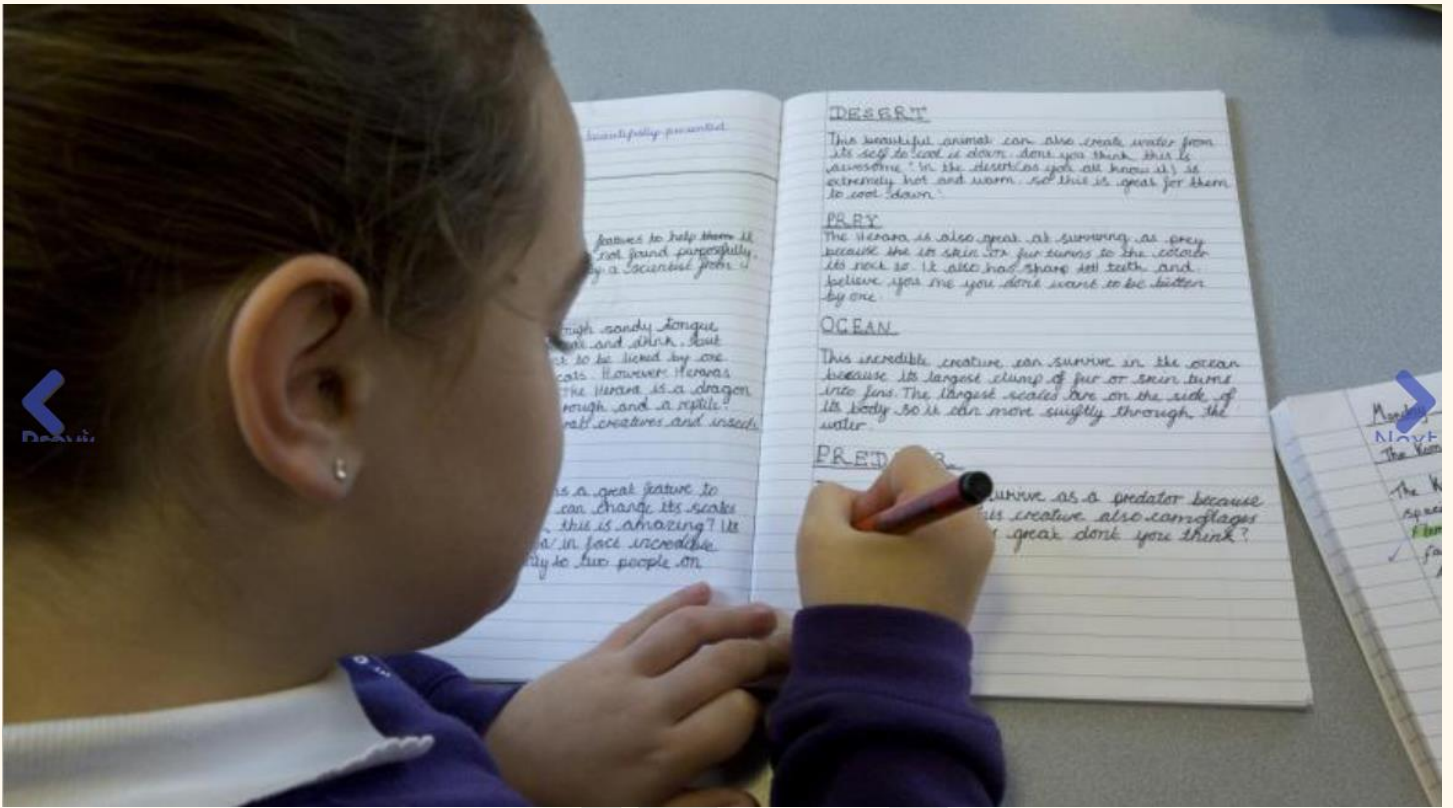


Upper Key Stage 2 Whole Class Novels 2023-2024



Year 5 Key Texts

Year 6 Key Texts



Links

- [Our Writing Curriculum](#)
- [Oracy and Listening](#)
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