



Reading LTP



Intent	Implementation
<p>At Mossbourne, reading is recognised as the fundamental skill that underpins the curriculum. As such, our intended reading curriculum is informed by up-to-date pedagogical research including the Educational Endowment Foundation evidence review on Reading Comprehension Strategies, the latest Ofsted Research Review for English and Ofsted’s Getting All Pupils Reading principles. Continuing from the Early Reading programme in EYFS and Y1, pupils continue to improve their reading fluency as teachers support pupils to read increasingly complex and whole texts. Our teachers develop pupils’ reading accuracy, automaticity and prosody through daily opportunities to read aloud and listen to expert models of reading. Knowledge necessary for comprehension is taught explicitly through whole class reading lessons and includes vocabulary, narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text. Our curriculum is designed to expose children to a wide range of texts, with diverse plot lines, characters and settings. Furthermore, our whole school approach is reading rich so that children are reading in all lessons and every day at home. We aim to foster a love of reading so that children cherish books and love to read at every opportunity. We aim for children to use their deeply embedded comprehension strategies to become inquisitive, creative and mature members of society.</p>	<p>Every day begins with the pupils reading their levelled AR book pitched to their current reading level in a way that promotes progress so that they can reading increasingly complex texts over time. During this time, the lowest 20% of readers are read with every day by an adult, who can support them in developing accuracy, automaticity and prosody. All pupils are expected to read every day at home and reading records are monitored to ensure this occurs; with strategies in place to support any pupils who flag as not reading consistently at home. Reading is taught every day as whole class reading. Pupils read carefully selected, high quality texts. Lessons begin with explicit teaching of new vocabulary, with planned and spaced recall of this taught vocabulary to help pupils retain, understand and use the new words they have learned. Teachers provide an expert model of reading, with planned ‘thinking out loud’ about the vocabulary, narrative structure and context and ideas explored within the text. Pupils have the opportunity to discuss what they have read with a partner and with the class, and will read aloud to develop their accuracy, automaticity and prosody. At the end of reading lessons, pupils can show their understanding within short independent written tasks. All classes also listen to their teacher read at the end of the day; partaking in an enjoyable reading experience to encourage a shared love of reading.</p>
Impact	
<p>At MRossbourne pupils can read fluently and with secure comprehension. They understand key comprehension strategies and what makes an analytical and deep reader. They can confidently apply comprehension skills to a range of texts. Our pupils can articulate their ideas and understanding clearly, using a range of technical and rich vocabulary; furthermore, our pupils are equipped with a range of strategies to understand and unfamiliar or challenging vocabulary they encounter whilst reading. Due to the diversity of texts children explore, they can make confident links, considering their own personal experiences, their community, genre and the wider world. Pupils participate in small group, class and one to one discussions with teachers and can consider multiple interpretations of a text and justify their answers using evidence. Children at MRA have a love of books and speak with enthusiasm about what they have read.</p>	
Progression	
<p>All pupils are assessed every half term to track their progression using an Accelerated Reader STAR test and every term using National Foundation of Educational Research (NFER) tests or past Statutory Assessment Test papers. Our Literature Spine is designed so that texts become progressively more challenging over time, providing a logical sequence where pupils can develop their fluency and comprehension skills. Vocabulary is mapped, reviewed and tested so that pupils retain more and increase the complexity of their known vocabulary over time.</p>	
Enrichment	
<p>Pupils have access to high quality, diverse texts throughout the school day. Books can be found throughout the academy and inspire pupils to foster a love of reading. End of day readers have been carefully selected to cover a broad range of plots, include diverse characters and support their learning across all subjects. Books are used to support children's learning across the wider curriculum and enrich their learning opportunities. Pupils celebrate World Book Day each year, dressing as their favourite character and taking part in many activities. Authors are invited in to speak with pupils about their work. The Accelerated Reader books support their reading at home; they are pitched at a level matched to their fluency and comprehension ability. Pupil Champions work with the reading leaders to suggest books for the library, organise enrichment opportunities, and to share pupil voice with adults.</p>	

Reading LTP Year Group Map



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	See Early Reading LTP					
Year 1	See Early Reading LTP					
Year 2	<i>RWI Reading Comprehension – Chicken-Licken</i> <i>RWI Reading Comprehension – Anansi and the Four Bananas</i> <i>The Proudest Blue</i> by Ibtiyah Muhammad & Hatem Aly (2.3) <i>Gregory Cool</i> by Caroline Binch (3.1) <i>Mouse, Bird, Snake, Wolf</i> by David Almond (3.5) <i>Ellie and the Cat</i> by Malorie Blackman (3.8)		<i>The Secret of Black Rock</i> by Joe Todd Stanton (3.9) <i>Little Wolf's Book of Badness</i> by Ian Whybrow (3.9) <i>Anna Hibiscus</i> by Atinuke & Lauren Tobia (4.1)		<i>Fortunately, the milk</i> by Neil Gaiman (4.3) <i>Esio Trot</i> by Roald Dahl (4.4) <i>Clever Polly and the Stupid Wolf</i> by Catherine Storr (4.5)	
Year 3	<i>Krindlekrax</i> by Philip Ridley (4.0)	<i>A Christmas Carol</i> by Charles Dickens, adapted by Tony Mitton Poetry <i>Oliver Twist</i> by Charles Dickens, adapted by Philip Gooden (4.2)	<i>A Rock is Lively</i> by Dianna Hutts Aston & Sylvia Long Non-fiction <i>A Story Like The Wind</i> by Gill Lewis (4.6)	<i>The Iron Man</i> by Ted Hughes (4.7)	<i>The BFG</i> by Roald Dahl (4.8)	<i>Varjak Paw</i> by S.F. Said (3.8)
Year 4	<i>The Field Guide</i> by Holly Black and Tony DiTerlizzi (4.2) <i>Arthur Spiderwick's Field Guide to the Fantastical World Around You</i> by Holly Black and Tony DiTerlizzi Non-fiction	<i>Matilda</i> by Roald Dahl (5.0)	<i>Beetle Boy</i> by M.G. Leonard (4.9)		<i>The Lost Words</i> by Robert Macfarlane Poetry <i>The House With Chicken Legs</i> by Sophie Anderson (5.0)	
Year 5	<i>Empire's End: A Roman Story</i> by Leila Rasheed (5.7)	<i>The Witches</i> by Roald Dahl (4.7)	<i>The Highwayman</i> by Alfred Noyes (4.9) Poetry	<i>The Boy in the Tower</i> by Polly Ho-Yen (5.3)	<i>Sky Song</i> by Abi Elphinstone (6.1)	<i>Hidden Figures</i> by Margot Lee Shetterly (5.8) Non-fiction
Year 6	<i>Welcome to the Museum</i> by various authors Non-fiction War poetry by various poets Poetry Narrative poetry by various poets Poetry <i>Once</i> by Morris Gleitzman (4.1)	<i>No Ballet Shoes in Syria</i> by Catherine Bruton (5.5) <i>Fantastically Great Women: Artists and Their Stories</i> by Kate Pankhurst (6.6) Non-fiction	<i>Blackberry Blue</i> by Jamila Gavin (6.1)		<i>The Hobbit</i> by JRR Tolkien (6.6)	