

# **Mount Primary School**

## **Reading**

### Curriculum Design

### Long Term Plan & Progression



## Reading Intent

At our school, we aim to develop confident, fluent and enthusiastic readers who foster a lifelong love of reading. Guided by the expectations of the National Curriculum, we provide a rich, inclusive reading curriculum that enables all pupils to acquire the skills, knowledge and cultural capital they need to succeed. We recognise that reading underpins all areas of learning. Through high-quality teaching and the use of Ready, Steady, Write pupils are immersed in carefully chosen, high-quality texts that support both reading comprehension and writing development. This text-led approach ensures pupils engage deeply with language, structure and meaning, strengthening their understanding as readers. We place a strong emphasis on developing fluency, comprehension and vocabulary. Pupils are exposed to a wide range of high-quality fiction, non-fiction and poetry, enabling them to explore diverse authors, themes and perspectives while building their understanding of the world. Reading for pleasure is central to our approach. Each classroom provides an inviting and well-resourced reading area, designed to inspire curiosity and encourage independent reading. Pupils are supported in selecting texts that match their interests and reading stage through weekly 'book talk' sessions. We further enrich our reading culture through regular visits to the local library, giving pupils access to a broader range of texts and helping them to develop independence, choice and a sense of ownership over their reading.

## Reading Implementation

We follow the expectations of the National Curriculum and use a structured, text-led approach through Ready Steady Write. High-quality 'vehicle' texts are carefully selected to drive both reading and writing, allowing pupils to explore vocabulary, language structures and meaning in depth. Phonics is taught systematically in the early years and Key Stage 1, ensuring pupils develop secure decoding skills. At Mount Primary, we follow the ELS phonics scheme. Reading books are matched to each child's phonic phase. Vocabulary development is a key priority. Teachers explicitly teach and revisit new vocabulary from class texts, encouraging pupils to use and apply this language in both discussion and writing. Reading for pleasure is actively promoted throughout the school. All classrooms provide engaging and well-stocked reading areas, enabling pupils to access a wide range of age-appropriate, high-quality texts. Teachers read aloud to pupils on a daily basis, using books from our carefully curated wider reading scheme, modelling enthusiasm and exposing them to rich literature beyond their independent reading level. Assessment is used effectively to identify pupils who require additional support. Targeted interventions support children to make good progress. Adaptive teaching ensures that all pupils, including those with SEND and disadvantaged pupils, are supported to make progress.

## Reading impact

The skills and knowledge required to be a reader are taught through whole class reading. Texts are read as a class with opportunities for individual, paired and group reading. Through written and verbal responses to questions and in their subsequent writing, children are able to demonstrate their knowledge and skills. Staff have a clear understanding of the expectations for reading in their year group and target their questions accordingly.

In Foundation Stage and Key Stage 1, guided reading is used in addition to whole class reading to ensure fluency. Adults listen to children read daily to ensure fluency and understanding. One to one reading volunteers read with a range of children on a regular basis, helping to improve children's fluency, engagement in reading and inference skills. Reading comprehension is evidenced through children's written responses to what they have read. These are carefully planned out across the school to ensure opportunities to respond to more complex texts, using evidence to support responses where appropriate.

## Progression Map

Key Concept - Word Reading					
F2	Y1	Y2	Y3	Y4	Y5
	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

	<p>syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.</p>	<p>accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.</p>		
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**Key Concept - Comprehension**

F2	Y1	Y2	Y3	Y4	Y5	Y6
	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>-learning to appreciate rhymes</li> </ul>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>-listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>-being introduced to non-fiction books that are structured in different ways</li> </ul>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-using dictionaries to check the meaning of words that they have read</li> <li>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>-identifying themes and conventions in a wide range of books</li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>-discussing words and phrases that capture the reader's interest and imagination</li> <li>-recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>-asking questions to improve their understanding of a text</li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives</li> </ul>		<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-making comparisons within and across books</li> <li>-learning a wider range of poetry by heart</li> <li>-preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>-checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>-asking questions to improve their understanding</li> </ul>	

	<p>and poems, and to recite some by heart</p> <ul style="list-style-type: none"> <li>-discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about what is read to them, taking turns and</p>	<ul style="list-style-type: none"> <li>-recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>-discussing their favourite words and phrases</li> <li>-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<p>from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> <li>-predicting what might happen from details stated and implied</li> <li>-identifying main ideas drawn from more than one paragraph and summarising these</li> <li>-identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<ul style="list-style-type: none"> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>-identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>
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	<p>listening to what others say Explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"><li>- making inferences on the basis of what is being said and done</li><li>- answering and asking questions</li><li>- predicting what might happen on the basis of what has been read so far</li></ul> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		
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### Key Concept - Wider Reading

F2	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Can I Join Your Club? – John Kelly</p> <p>Giraffes Can't Dance - Giles Andreae</p> <p>Don't Worry, Little Crab – Chris Houghton</p> <p>The Smartest Giant In Town, Night Monkey Day Monkey, Tiddler – Julia Donanldson</p> <p>Lion Inside, The Koala Who Could, The Squirrels Who Squabbled – Rachel Bright</p> <p>The Big Big Sea – Martin Waddell, Owl Moon – Jane Yolan, Papa, Please get the moon for me – Eric Carle</p> <p>On The Road With Mavis &amp; Marge – Niamh Sharkey, The Hairy Toe – Daniel Postgate</p> <p>Once There were Giants, Snow Bears, Rosie's Babies – Martin Waddell</p> <p>Room on the Broom, Zog,</p> <p>The Highway Rat</p> <p>One Day On Our Blue Planet – Ella Bailey, What A Waste – Jess French, Greta &amp; The Giants – Zoe Tucker</p> <p>Jolly Pocket Postman, Burglar Bill, Funny Bones –Alan Ahlberg</p>	<p>The Bear and the Piano-David Litchfield (2)</p> <p>Lights on cotton rock- David Litchfield (2)</p> <p>The Extraordinary Gardener-Sam Boughton (connected texts and texts by the same author)</p> <p>Dog in Space-Vix Southgate and iris Deppe (History link)</p> <p>-Look Up!- Nathan Bryon &amp; Dapo Adeola</p> <p>Clean Up!- Nathan Bryon &amp; Dapo Adeola (diversity, environmental theme, family, strong female character, new and diverse author)</p> <p>Home in the Sky-Jeannie Baker</p> <p>Window- Jeannie Baker (reading around an author)</p> <p>Grandpa Christmas - Michael Morpurgo (award winning author, link to main text)</p> <p>The Rhythm of the rain-Grahame Baker Smith (narrative, familiar author)</p> <p>A Forest-Marc Martin (link to main text- reading around an author)</p> <p>Deep, Deep Sea-Fran Preston Gannon (1)</p> <p>The Robot and the Bluebird-David Lucas (1)</p>	<p>The Princess Blankets-Carol Anne Duffy (former poet laureate, wider reading of an author)</p> <p>Rumplestiltskin</p> <p>It Was a Dark and Stormy Night-Janet and Allan Alberg</p> <p>Please Mrs Butler-Janet and Allan Alberg (multiple texts by well known authors)</p> <p>The Pencil- Alan Alberg</p> <p>The Dragon Machine-Helen Ward (fantasy)</p> <p>Stig of the Dump- Clive King (classic text, adventure)</p> <p>The Day You Begin-Jacqueline Woodson (diversity)</p>	<p>Into the Forest- Anthony Browne (multiple)</p> <p>Varjak Paw- S.F. Said</p>	<p>The Unforgotten Coat by Frank Cottrell Boyce (diversity, refugee, well-known, local author)</p> <p>Journey to River Sea by Eva Ibbotson , (adventure story, setting in another part of the world)</p>	<p>Rooftoppers-Katherine Rundell Chapters 1-4 (Adventure/ quest story Narrative</p> <p>Historical setting</p> <p>Unconventional family</p> <p>Strong female character</p> <p>children's book award winning author)</p> <p>Holes- Louis Sachar (Engaging text, historical setting in another country, redemption story, link to Y4 author))</p> <p>Hidden Figures (diversity, equality, untold stories, STEM, link to Counting on Katherine)</p>

	<p>On The way Home, Just One Of Those Days, Five Minute's Peace – Jill Murphy          Goodnight, Pirate, Grandmas from Mars, She-Rex – Michelle Robinson          The Wonky Donkey, Willbee the Bumble Bee, The Dinky Donkey – Craig Smith</p> <p>Jolly Christmas Postman –Alan Ahlberg</p> <p>Santasaurus – Niamh Sharkey</p>	<p>Halibut Jackson–David Lucas (1)          North- Nick Dowson          The Journey Home (eco link) – Fran Preston-Gannon (1)          (Multiple texts by the same author, familiar narratives, environmental links)          The Lighthouse Keeper's Lunch- David and Ronda Armitage          The Lighthouse Keeper's Rescue          The Lighthouse Keeper's Cat          Gracie the Lighthouse Cat- Ruth Brown          (well known series of texts)          The Castle in the field- Michael Morpurgo          (familiar author, engaging narrative)          Coming Home- Michael Morpurgo          (familiar author, engaging narrative)          The Owl Who Was Afraid of the dark          Between tick and tock- Louise Greig          Sweep- Louise Greig          (wider reading around an author)          The Santa Trap- Jonathan Emmett (Christmas text)</p>				
	<p>Dogger – Shirley Hughes</p> <p>Old Bear – Jane Hissey</p> <p>The Toymaker – Martin Waddell</p> <p>Lost In The Toy Museum – David Lucas          Grimm Fairy Tales – Hansel &amp; Gretel, Rumpelstiltskin, Frog prince          Hans Christian Anderson fairy Tales – The Emperor's New Clothes, The Ugly Duckling, The Princess &amp; The Pea</p>	<p>Little Red-David Roberts (alternative traditional tale)          Fairytale News- Colin and Jacqui Hawkins          (alternative view on fairy tales)          Billy Goats Gruff          The Gingerbread Man          (wider reading of traditional tales)          The Biggest Baddest Wolf- Nick Ward          The Wolf's Story- Toby Forward          The Three Little Wolves and the Big Bad Pig- Eugene Trivizas          (alternative versions of traditional tales)</p>	<p>The Pebble in my Pocket- Meredith Hooper (Science link)          Minnow and the Bear- Ben Blathwayt (link to history)          Ariki and the Giant Shark- Nicola Davies (diversity &amp; link to Manfish, strong female lead, outsider)</p>	<p>How to Write Really Badly- Anne Fine          The Pebble in my Pocket- Meredith Hooper (Science link) (multiple)</p>	<p>The Little Black Fish-Samad Behrangji (Stories from other cultures)          Tales from Outer Suburbia- Shaun Tan          (fantasy in familiar setting, revisiting author)</p> <p>You Wouldn't Want to be on Shackleton's Polar Expedition!-Jen Green &amp; David Antram          (non-fiction, link to adventure text, historical)          Pig Heart Boy-Malorie Blackman (diversity, engaging narrative)</p>	<p>The London Eye Mystery- Siobhan Dowd (diversity, SEND, mystery)</p>

	<p>Aesop’s Fables - The Hare and the Tortoise, The Boy who cried Wolf and The Goose that Laid the Golden Eggs. The 3 Little Wolves &amp; The Big Bad Pig - Eugene Trivizas, Wolves, Wolves Won’t Bite - Emily Gravett My Hair – Hannah Lee, Not Like The Others - Jana Broecker, It’s Ok To Be Different – Janet Purrill Albert Le Blanc, Q Pootle 5, After the storm– Nick Butterworth,</p> <p>The Woods- Rob Hodgson</p> <p>The Lonely Beast</p> <p>No- Bot, I Need a Wee- Sue Hendra</p> <p>Selfish Crocodile</p> <p>The Enormous Crocodile</p> <p>Do Not Wash This Bear, The Wizard of Oz – Sam Hay, My Pet Star – Corinne Averiss</p> <p>Aliens Love Underpants, Pirates Love Underpants, Dinosaurs love Underpants – Claire Freedman Meesha Makes Friends, Perfectly Norman, Jack’s Amazing Shadow – Tom Percival</p>	<p>The Tear Thief-Carol-Ann Duffy Julian is a mermaid- Jessica Love Michael Rosen</p> <p>I didn’t do my homework because... - David Cali The Word Collector- Sonja Wimmer Julia Donaldson’s Poem to Perform (poetry) Mama Panya’s Pancakes</p> <p>Anna Hibiscus (tales from other countries, diversity) The Story Tree- Hugh Lupton Deep Sea Diary-Simon Batram (link to upcoming text) The Magic Finger-Roald Dahl (longer text by well-known author)</p>				
	<p>Chocolate Cake, Tiny Little Fly, Bananas in my Ears – Michael Rosen The Lorax, Oh The Places You’ll Go, Cat in The Hat – Dr Seuss The First Slodge, Wild Child, Stardust – Jeanne Willis</p>	<p>Cakes in Space- Phillip Reeve Oliver and the Seawigs-Phillip Reeve (longer text, engaging narrative) Mister Magnolia- Quentin Blake A Sailing Boat in the Sky- Quentin Blake Zagazoo- Quentin Blake (wider reading of an author) Scoop!- John Kelly (alternative narrative)</p>	<p>The boy who grew dragons- Andy Shepherd (fantasy, engaging story) Mufaro’s Beautiful Daughters (traditional tale from another culture) Even More Nonsense- Michael Rosen (poetry, former children’s laureate)</p>	<p>The Boy at the Back of the Class-Onjali Q Rauf Escape from Pompeii- Christina Balit</p>	<p>The Firework Maker’s Daughter-Phillip Pullman (well known author, strong female lead, adventure)</p> <p>There’s a Boy in the Girls’ Bathroom-Louis Sachar (anti-bullying, school setting)</p>	<p>Julia and the Shark- Kiran Millwood-Hargrave (award winning author, emotive text) Only Passing Through-Anne Rockwell (Civil rights) Nelson Mandela-Long Walk to Freedom (biography, equality, cultural capital)</p>

	<p>I am Henry Finch, Croc &amp; Brid, A Place to Call home – Alexis Deacon</p> <p>Slow Loris-Alexis Deacon Leo’s Monster, Milo and the Magical Stones, Milo &amp; the Mysterious island – Marcus Pfister</p> <p>The Fabulous Sandwich, Never ask a Dinosaur to Dinner, The Littlest Bird</p> <p>Dream Big, Little Mole, The Invisible, The Seesaw – Tom Percival</p> <p>Lost &amp; Found, What We’ll Build, The Heart &amp; The Bottle – Oliver Jeffers</p> <p>Just So Stories – Rudyard Kipling</p> <p>Around the World in 80 Tales Granddad’s Island, Tad, Grandma Bird – Benji Davies</p> <p>Snail and the Whale, How to Catch a Star, Dandelion Seeds Big Dream</p>	<p>Rosie Revere Engineer, Sophia Valdez future prez-Andrea Beaty (wider reading of an author, diverse characters, aspirations, strong female characters) Wisp Malala’s Magical Pencil- Mallala Yousafzai (refugee week link)</p>				
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