

WHERE WILL YOUR READING TAKE YOU?



What we want for our children...

English intent:

At Meriden CE Primary School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion.

Reading has a central place in the learning experience of all children so we aim to make reading the key focus of our English curriculum. Children are immersed in the wonders of high quality texts, combined with learning reading skills that are embedded across the whole curriculum. We aim to instil a life-long passion for reading, unlocking a rich reading culture drawn from a varied literary heritage.

This passion for discovery and the confidence to explore their imagination will inspire children at all stages of their literacy development. Our intent is for our pupils to become fluent, articulate and enthusiastic writers for a variety of purposes and audiences. We provide the children with a range of opportunities to combine the formal conventions of the English language whilst fuelling their creativity.

Spoken language underpins the development of reading and writing so we encourage children to be confident in the arts of speaking and listening and to use discussion to develop their learning.

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How we achieve this with our children...

English implementation.

Types of reading at Meriden Primary School:

Independent reading

Children are given the opportunity, daily, to read for pleasure and build their skills in decoding independently. Children are assigned a reading stage, but may also bring in suitable material from home such as books, comics, magazines, non-fiction texts and newspapers. Children read for pleasure for 15 minutes every day, after lunch, which is a regular allotted time built into our curriculum for the development of this vital skill.

Children also read to an adult throughout the half term. In Key Stage 1, children are heard at least once a fortnight and in Key Stage 2, at least twice per half term, depending on their fluency level. SEND readers are heard weekly and receive further intervention to close the gap. Early readers in the EYFS develop their reading through books that match their phonics ability and story books are closely linked with their ability to decode.

Whole class reading lessons

At Meriden Primary school we follow a weekly programme of whole class reading which differentiates the learning, but still allows all children to access age appropriate material. Our focus is on vocabulary and immersing children in high quality language and a variety of uses of language to create effects. Children are taught how to read and decode, clarify the meaning of unfamiliar words or words in a different context, predict from evidence and succinctly summarise what they have read. We use Book Talk sessions to pull apart sections of text with the children and use the content domains to select a range of questions. Children are then given the opportunity to provide written reflections once per week. We also encourage reading for stamina sessions where the children will then continue a text to a given point independently, allowing them to generate their own questions around the text.

Story time

Children are read to by an adult every week. This ensures that children access vocabulary that is age appropriate and pitched at a suitable level of challenge. This allows all children in the class to develop their love of reading and imagination, no matter what their ability level. We firmly believe that adult role models encourage reading and that children can aspire to reach new levels of literacy through hearing a range of good quality texts.

Reading through the curriculum

Throughout our curriculum, we encourage texts to be used to hang the knowledge and skills upon. Children read texts to support their literacy (in conjunction with film and media) they also look at texts to support our topics and also narratives taken from Christianity and other world faiths to support the teaching of RE.

Content domains: Key Stage 1

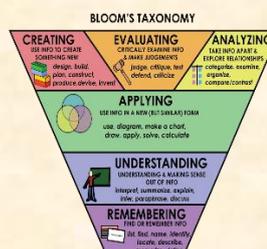
1a	Draw on knowledge of vocabulary to understand texts	What do the words or phrases mean? Can you explain the word in the sentence?
1b	Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Where/when does the story take place? Where might I find the information on...? What are the character names?
1c	Identify and explain the sequence of events in texts	What happens first/last? Can you order the events? Can you order information from a non-fiction text into its headings?
1d	Make inferences from the text	What makes you think that? Which words give you that impression? How do you feel about...? Can you explain why...?
1e	Predict what happen on the basis of what has been read so far	Look at the cover/title/first line/chapter headings...what do you think will happen next? Are there any clues? What might happen to the characters?

Content domains: Key Stage 2

2a	Give / explain the meaning of words in context	What effect does the writer create when using this word? Highlight a key phrase or line. What other words/phrases could the author have used? How do these descriptions make you feel? Why didn't the write use this word...?
2b	retrieve and record information / identify key details from fiction and non-fiction	Where does the story take place? When did the story take place? What did s/he/it look like? Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What evidence do you have to justify your opinion?
2c	Summarise main ideas from more than one paragraph	What's the main point in this paragraph? Can you sum up what happens in these paragraphs? Which is the most important point in these paragraphs? How many times is it mentioned?
2d	Make inferences from the text / explain and justify inferences with evidence from the text	What makes you think that? Which words give you that impression? How do you feel about...? Can you explain why...? I wonder what the writer intended? I wonder why the writer decided to...? What do these words mean and why do you think the author chose them?
2e	predict what might happen from details stated and implied	Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? What evidence do you have to make your conclusions?
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	Explain why a character did something. Explain a character's different/changing feelings throughout a story. How do you know? What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
2g	Identify / explain how meaning is enhanced through choice of words and phrases	What does the word.... tell you? Find two or three ways that the writer tells you this. What does this... word/phrase/sentence... tell you about... character/setting/mood etc? How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
2h	Make comparisons within the text	Describe different characters' reactions to the same event in a story. How is it similar to ...? How is it different to ...? Is it as good as ...? Which is better and why? Compare and contrast different character/settings/themes in the text. What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?



Revised taxonomy of the cognitive domain following Anderson and Krathwohl (2001)

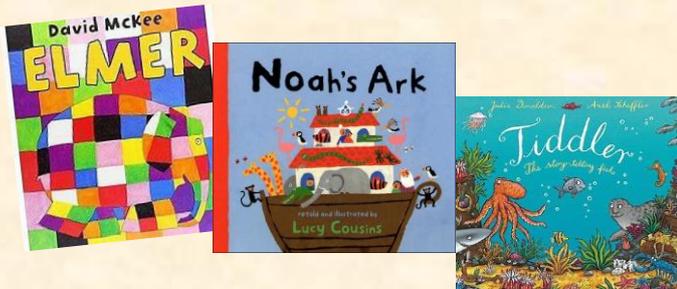


Reading Spine

Each phase's books include a mixture of classic and modern texts, written by award winning authors. Many of the authors and books on the spine will not have been encountered by our children in their prior reading experiences and some may build on familiar authors.

We have included books that deal with sensitive issues and challenge stereotypes. Children will also have access to a range of multicultural texts to develop their understanding and awareness of cultural diversity throughout the topics covered. We aim to promote a love of reading for all our readers, whatever their ability!

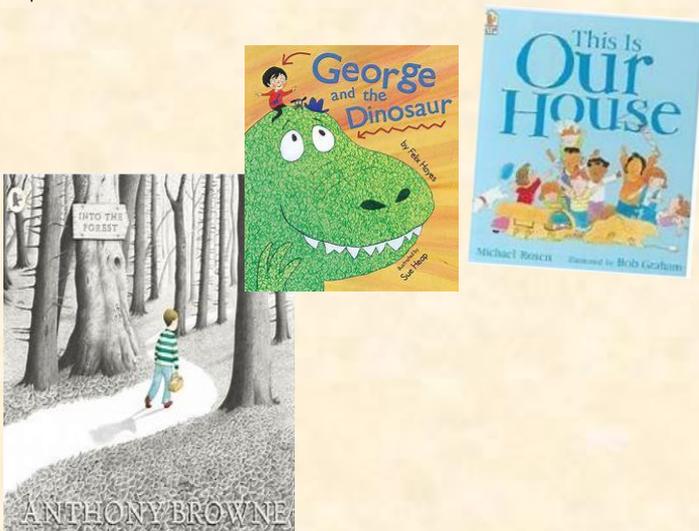
Nursery: Elmer / Noah's Ark / Tiddler



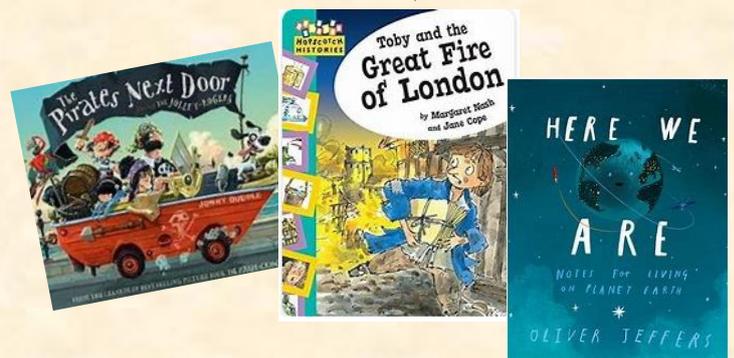
Year R: Rainbow Fish / Whatever Next / Jack and the Beanstalk



Year 1: Into the Forest / George and the Dinosaur / This is our House



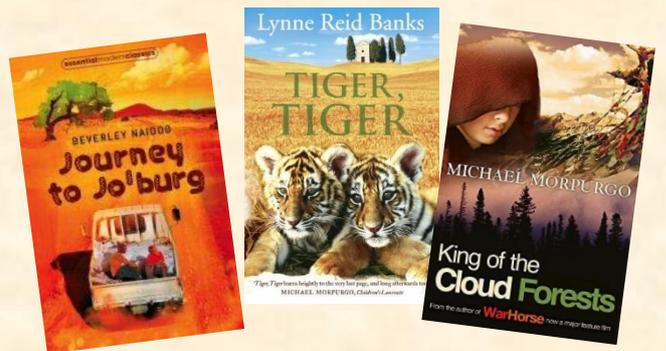
Year 2: The Pirates Next Door / Toby and the Great Fire of London / Here we are!



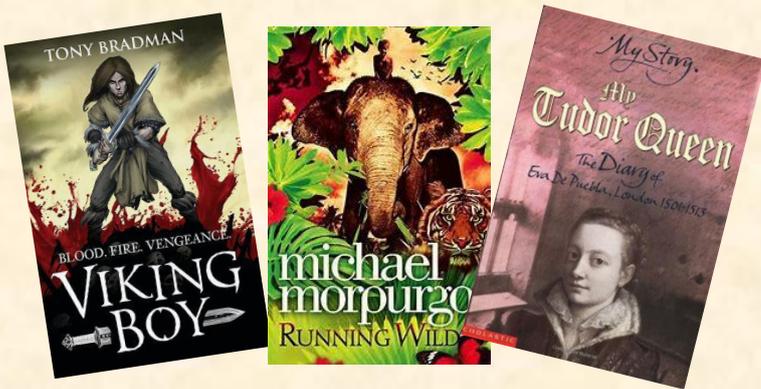
Year 3: Stig of the Dump/ Treasure Island (abridged)/
Secrets of a Sun King



Year 4: Journey to Jo'burg/ Tiger, Tiger/
King of the Cloud Forests



Year 5: Viking Boy/ Running Wild/ My
Tudor Queen- the diary of Eva Puebla



Year 6: Boy in the Striped Pyjamas/ Kensuke's
Kingdom/Macbeth/Holes

