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.

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 15minutes 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 looks 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 does this… word/phrase/sentence… tell you about… character/setting/mood etc? Highlight a key phrase or line. By using this word, what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like … to describe …. What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses …words/phrases…to describe … How does this make you feel? How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words? Which words and /or phrases make you think/feel…?
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? What did s/he/it look like? Who was s/he/it? Where did s/he/it live? Who are the characters in the book? Where in the book would you find…? What do you think is happening here? What happened in the story? What might this mean? Through whose eyes is the story told? Which part of the story best describes the setting? What part of the story do you like best? What evidence do you have to justify your opinion? Find, it. Prove it. How do the title/contents page/chapter headings/glossary/index… help me find information in this book? Which part of the text should I use to find…? Why has the author organised the information like this?
1c	Identify and explain the sequence of events in texts	What happens first in the story? Use three sentences to describe the beginning, middle and end of this text? You've got 'x' words; sum up this story. Sort these sentences/paragraphs/chapter headings from the story Make a table/chart to show what happens in different parts of the story Why does the main character do 'x' in the middle of the story? How does the hero save the day in the story?
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…? 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?
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? How have the cover/title/first line/chapter headings…helped you come up with this idea? What do you think will happen to the goodie/baddie/main character? Why do you think this? What will happen next? Why do you think this? Are there any clues in the text? 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? Which stories have openings like this? Do you think this story will develop in the same way? Why did the author choose this setting? How will that effect what happens next? How is character X like someone you know? Do you think they will react in the same way?

Content domains: Key Stage 2

| 2a	Give / explain the meaning of words in context	What does this… word/phrase/sentence… tell you about… character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like … to describe …. What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses …words/phrases…to describe … How does this make you feel? How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?
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 was s/he/it? Where did s/he/it live? Who are the characters in the book? Where in the book would you find…? What do you think is happening here? What happened in the story? What might this mean? Through whose eyes is the story told? Which part of the story best describes the setting? What words and /or phrases do this?

		What part of the story do you like best? 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 three/four/five… paragraphs? You've got 'x' words; sum up these paragraphs. Sort the information in these paragraphs. Do any of them deal with the same information? Make a table/chart to show the information 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? Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? Which other author handles time in this way; e.g. flashbacks; dreams? Which stories have openings like this? Do you think this story will develop in the same way? Why did the author choose this setting? Will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?
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…? What is similar/different about two characters? Why is 'x' (character/setting/event) important in the story? What is the story (theme) underneath the story? Does this story have a moral or a message? Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? How does the title/layout encourage you to read on/find information? Where does it tell you that…? Why has the writer written/organised the text in this way? In what ways do the illustrations support the instructions? How could these instructions/information/illustrations be improved? Who do you think this information is for?
2g	Identify / explain how meaning is enhanced through choice of words and phrases	What does the word 'x' tell you about 'y'? Find two or three ways that the writer tells you 'x'. What does this… word/phrase/sentence… tell you about… character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like … to describe …. What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses …words/phrases…to describe … How does this make you feel? How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc? Has the writer been successful in their purpose or use of language? What do you think the writer meant by… 'x'? Which words do you think are most important? Why? Which words do you like the best? Why? The author makes an action/description 'like' something else. Why? The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
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?

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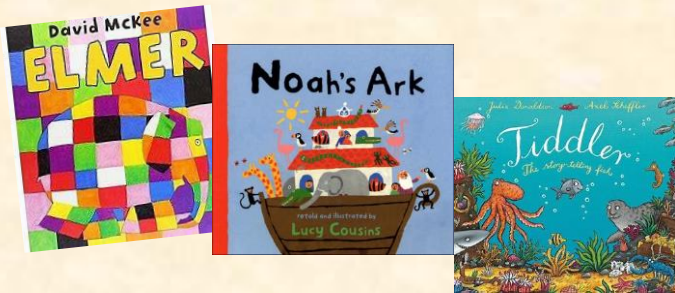
Year R: Rainbow Fish/ Whatever Next / Jack and the Beanstalk

Year1: Poles Apart/ George and the Dinosaur/.......

Year 2: The Pirates Next Door/ Fox/ Sheep Pig

Year 3: Stig of the Dump/ Treasure Island (abridged)/
Wind in the Willows

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/ Harry Potter and the
Goblet of Fire/ Romeo and Juliet