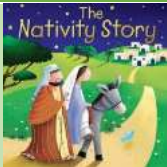
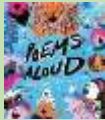
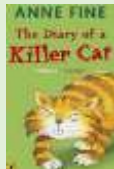
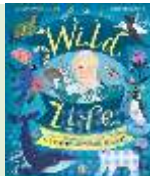
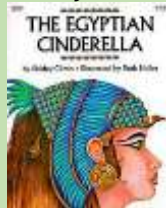
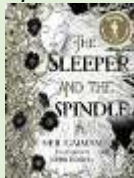
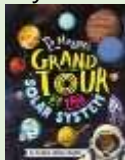




Long Term Plan for Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	Colour Monster 	 The Nativity	 Supertato	Little Red Hen 		The Three Little Pigs and other fairy tales 
Year 1	Astro Girl   The Blue Whales <i>Jenni Desmond</i>		The Last Wolf 	The Egg Box Dragon 	The Storm Whale   A first book of the sea <i>Nicola Davies</i>	Rapunzel 
Year 2	 If all the World Were Poems <i>Joseph Coelho</i>  Poems Aloud <i>Joseph Coelho</i>	 Ossiri and the Bal Mengo <i>Richard O'Neill</i>	 Lila and the Secret of Rain <i>David Conway and Jude Daly</i>	 A necklace of raindrops <i>Joan Aiken</i>  The Big Book of Blooms <i>Yuval Zommer</i>	 Secret of Black Rock <i>Joe Todd-Stanton</i>	 The Secret Sky Garden <i>Linda Sarah</i>

Year 3	<p>The Magic Finger <i>Roald Dahl</i></p> 	<p>The Diary of a Killer Cat <i>Anne Fine</i></p> 	 <p><i>David Attenborough</i></p>	<p>The Boy who Grew Dragons by <i>Andy Shepherd</i></p> 	<p>Chocolate Cake <i>Michael Rosen</i> AND I am a Roman Soldier/The Roman Soldier</p> 	 <p><i>Roshani Chokshi</i></p>
Year 4	<p>The Iron Man- <i>Ted Hughes</i></p> 	<p>Egyptian Cinderella- <i>Shirley Climo</i></p> 	<p>Escape to the River <i>Emma Carroll</i></p> 	<p>The Girl Who Stole an Elephant- <i>Nizranna Farbok</i></p> 	<p>The Infinite- <i>Patience Agbabi</i></p> 	 <p>Jack Tile</p>
Year 5	<p>The Secret Suffragette</p>  <p><i>Barbara Mitchell</i> Suffragette! The Battle for Victory</p>	<p>Treason</p> <p><i>Bertie Doherty</i></p>  <p>Macbeth</p> <p>Tudor Poems Paul Perro</p>	<p><i>The Sleeper and the Spindle</i></p> 	<p>Dr Maggie's Grand Tour of the Solar System</p> 		
Year 6	<p>There's a Boy in the Girl's Bathroom</p> <p><i>Louis Sacher</i></p> 	<p>The Promise</p>  <p>Lady of Shalott</p> 	<p>WW1 Poetry, Siegfried Sassoon – How to Die Goodnight Mister Tom – Michelle Magorian WW2 Extracts (Resist, Pink Rabbit, House by the Lake)</p>	<p>Crater Lake <i>Jennifer Killick</i> <i>Kensuke Kingdom</i> Geography non-fiction Bowl Water England Poetry: Shakespeare, Clare, Browning</p>	<p>Varmints <i>Helen Ward</i></p>  <p>Marc Caaste Greek Myths (Tales of Odysseus)</p>	<p>Shakespeare MacBeth</p>



Meeting our Vision and Values

Vision links: At Platt C of E we believe that central to learning is creating a life-long love of reading and books. At Platt Primary School, it is our belief that every child should be able to read for pleasure and to a high standard. We want to develop our children's imagination to open up a treasure house of wonder and joy for curious young minds. We also believe that every child should be given the tools to develop into an enthusiastic and confident reader both at home and at school. Reading improves language and vocabulary, inspires imagination and gives everyone the opportunity to develop and foster new interests. Like the parable of the mustard seed, reading gives children an opportunity to develop and flourish as readers which can open doors to all kinds of new worlds for them. We believe that by creating awe and wonder through literature we encourage children's spirituality.

Care (compassion, friendship)	Learn (wisdom, koinonia)	Forgive (forgiveness, hope)
Reading fiction and stories provides us with the opportunity to take other peoples' perspectives in a safe, distanced way. Reading fiction encourages empathy and sharing stories with others helps children to develop bonds with adults and peers. Reading often involves children inferring how characters might be feeling and this will help them in life to understand the feelings of their friends and peers.	Texts have been chosen to ensure children learn about other cultures, thereby developing their understanding and tolerance of others. Knowledge of language is the doorway to wisdom and being able to read helps children learn to make sense not only of the world around them but also people, building social-emotional skills and imagination.	Learning to forgive and asking for forgiveness helps children form healthy relationships with family, friends and themselves. Reading stories about how others forgive allows children opportunities to discuss how they might learn to forgive. Reading offers hope as readers explore ideas, experience different times and places; they can find characters in which they can see themselves, with whom they can empathise.

Intent

At Platt we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of

reading. We offer our children opportunities to develop into fluent, enthusiastic and critical readers ensuring children can then access the full curriculum. We are committed to sharing high quality and vocabulary rich text across the curriculum.

Implementation (Early Reading and Phonics)

We start teaching phonics in Reception and follow the Read Write Inc. programme into Years 1 and 2 and then KS2 if required. This synthetic phonic programme ensures that our children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school. Discreet phonics sessions take place daily. We use effective grouping that ensures every child learns at their specific challenge level. Assessment and tracking of the children helps teachers identify the actions that will make the biggest difference to individual children's progress, so they can respond immediately. Every Monday, children take home a Read Write Inc. Book Bag book and each Thursday children will bring home, the Read Write Inc. book that they have been focusing on in class. The books should be used at home, (to read independently or share with an adult), to consolidate learning, which we hope, in turn, will boost the children's confidence in their reading skills. Reception and Year 1 will also take a book home from our reading areas, to share with a grown-up for their enjoyment. Year 2 will also take home a banded reading book on a Friday.

We welcome volunteers to help support children's reading at Platt. Volunteers will read with children on a 1:1 basis, to help support children's learning and enjoyment of books. Parents help their children practise phonics with the storybooks that are sent home. In addition to the structured phonics sessions, the children have daily reading activities as a whole class. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have attractive, inviting book corners where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading.

KS2

Reading is taught 4 times per week in each of the year groups. Whole class shared reading is used to enable all children to share high quality texts and develop skills in reading comprehension and fluency. As children enter KS2, the majority of children are able to decode due to our structured phonics programme. Children who are unable to decode are transitioned into KS2 with a reading intervention called Fresh Start from the Read Write Inc. programme, to meet their individual reading needs. All KS2 children have an individual reading book targeted at their reading level. Children are assessed each term using the Benchmark Kits and reading age tests to accurately track and assess their reading progress across the whole school, ensuring consistent and accurate levelling in reading. Three times a year, assessments are used as a diagnostic tool to assess pupils on their reading accuracy and comprehension. Our progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.

On entering KS2 children choose a reading book from the colour coded book bands in school. Once they are achieving a standardised score of over 100, they then choose a book from the class or school library. The choices the children make will be guided by the class teacher to ensure they read a range of genre at the appropriate challenge level. All KS2

children take home a reading book. This is so that they can practise the reading skills they have been taught in school. We encourage the children to read at home at least three times weekly. All KS2 children have a reading journal so that they can record the books they have read.

Reading Opportunities

We have a well-resourced central library which children can access during school time. Year 6 children take on the role of librarians, supported by a volunteer who helps to organise and sort the books. Each class has a scheduled time to visit the library so they can choose books to take back to the classroom and home to share.

We hold an annual Book Fair, celebrate World Book Day and have a literacy focus week each year.

Three times yearly we assess the children using published summative assessments to track progress. This supports teacher judgements that are also recorded three times a year.

Impact

By the time children leave Platt Primary School, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

Each reading lesson begins with a 'Recap and Recall' section to help make links with previous learning.

- Children will be able to read and will show increasing confidence, resilience and independence in both their reading and their reading skills so that they continue to become lifelong readers.
- Children will have a love of reading and develop preferences on what type of genre or topic they like to read.
- Children will have a book appropriate to their developing phonic knowledge and matched to their fluency and understanding.
- Children will be exposed to a range of different genres and authors.
- Children will be able to understand what is read to them and answer questions including making inferences and making connections between texts.
- Children will be placed on the correct book band and make progress through the books bands in relation to their phonic knowledge and age related expectation
- Every child will make progress from their starting point.