### **CURRICULUM INTENT: PREP SCHOOL CURRICULUM – READING**

At NLPS we aim to foster a life-long love of reading and produce fluent, confident readers with a rich and varied vocabulary. The ability to read is a crucial part of our everyday lives and every aspect of the curriculum relies on this skill. Reading allows children to develop continually widening background knowledge and to understand the world around them. It encourages empathy and develops the imagination to create well-rounded, creative individuals. High quality texts, regular reading and the teaching of comprehension skills form the basis of our Reading Curriculum. We provide children with the opportunity to discuss and explore a wide range of books as well as enjoying the experience of reading and having books read to them.

Each class has a book and a poem per half term which forms the basis of their reading lessons. These texts have been categorised into the 'five plagues of reading' including; archaic language, non-linear time sequence, complexity of narrator, figurative/symbolic texts and resistant texts. We have also added non-fiction books to our Reading Spine as well as culturally diverse texts in order to reflect the rich variety of cultures in our school and the wider community. This ensures that children are reading a wide range of lexically complex books throughout their time at NLPS and are therefore able to navigate the challenges of reading at Key stage 3 with confidence.

#### Teaching of Reading:

In order to obtain a deep understanding of the text they are reading, Reading lessons are split into three parts with a triple read approach. The extract that is being used will be read at least three times; out loud by the teacher to model intonation, punctuation and purpose, independently by the students and out loud by one or more students. Children use the skills of; *background knowledge* – information they already know from the text or elsewhere, *hunt for clues* – looking at the context of the words/phrases, and *visualising* – picturing what the author means/putting themselves in the characters' shoes. These skills allow children to gain a deeper understanding of the text and to build strategies for understanding new words in their independent reading.

Lesson 1: Focuses on the reading of the text, understanding new words and retrieving information. This allows children to become familiar with the text and to ask any questions they may have. Lesson 2: Focuses on the teaching of skills and question types. This lesson is a discussion of the text with a mixture of verbal and written answers modelled by the teacher. These taught skills allow children the opportunity to delve more deeply into the use of language and authorial intent by emphasising vocabulary and contextual meaning as well as focusing on a particular question type (vocabulary, inference, predication, explanation, summary). In Years 3 and 4, children will begin to justify their answers using evidence from the text. In Years 5 and 6, they will develop this further by writing PEE paragraphs.

**Lesson 3:** Focuses on independently using the skills they have learnt during the week and in previous lessons. Children complete a comprehension task, with a variety of question types, based on the same extract they have been using throughout the week in order to showcase their understanding of the text.

### Reading for Pleasure:

At NLPS, we place a huge emphasis on reading for pleasure and have a well maintained, diverse library. We use Accelerated Reader to ensure children are reading books at an appropriate level. After each book they read, children complete an online quiz which assesses their understanding of the text and gives teacher's an insight into where more support or challenge may be needed.

## **Long Term Aim of Reading:**

By the time our pupils leave Year 6 we aim to ensure that their skills reflect the expectation of the National Curriculum and they will be able to:

- 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.
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and read for a range of purposes.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Use a range of strategies to understand what they are reading and participate in discussions about books, building on their own and other's ideas and challenging views courteously.

	AUTUMN TERM		SPRING TERM		SUMMER TERM		TRIPS AND EVENTS
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Book: Charlotte's	Book: The Girl Who	Book: Interview with	Book: The Firework	Book: The Witches	Book: Eric	Autumn 1: National Poetr
	Web	Stole an Elephant	a Shark	Maker's Daughter	Poem: The Song of		Day (Poetry Slam)
	Poem: The Spider	Poem: Some Other	Poem: Badger	Poem: When I Blew	the Witches		
	and the Fly	Names for Rain		the Magic Dust			Spring 1: Author visit
	Reading skills:	Reading skills:	Reading skills:	Reading skills:	Reading skills:	Reading skills:	
	Making predictions	Inferring information	Inferring information	Comparing similar	Comparing similar	Inferring information	Spring 2: World Book Day
	Explaining meaning	Justifying ideas and	Justifying ideas and	texts	texts	Justifying ideas and	
	in context	reasons	reasons	Inferring information	Inferring information	reasons	Spring 2: Shakespeare W
	Retrieving	Making predictions	Summarising	Justifying ideas and	Justifying ideas and	Making predictions	
	information	Explaining meaning	Making predictions	reasons	reasons	Explaining meaning	
ear 3 Skills	Defining new	in context	Explaining meaning	Summarising	Summarising	in context	
	vocabulary	Retrieving	in context	Making predictions	Making predictions	Developing	
	Developing	information	Retrieving	Explaining meaning	Explaining meaning	background	
	background	Defining new	information	in context	in context	knowledge	
	knowledge	vocabulary	Defining new	Retrieving	Retrieving		
	Reading, discussing	Developing	vocabulary	information	information		
	and identifying a	background	Developing	Defining new	Defining new		
	range of poetry	knowledge	background	vocabulary	vocabulary		
	types	Reading, discussing	knowledge	Developing	Developing		
	Decoding new words	and identifying a	Reading, discussing	background	background		
	Using dictionaries	range of poetry	and identifying a	knowledge	knowledge		
	Fluency of reading	types	range of poetry	Reading, discussing	Reading, discussing		
		Decoding new words	types	and identifying a	and identifying a		
		Using dictionaries	Decoding new words	range of poetry	range of poetry		
		Fluency of reading	Using dictionaries	types	types		
		Tracincy of reading	Fluency of reading	Decoding new words	Decoding new words		
			Tracincy of reading	Using dictionaries	Using dictionaries		
				Fluency of reading	Fluency of reading		
	SMSC:	SMSC:	SMSC:	SMSC:	SMSC:	SMSC:	
	Growing up	Friendship	Nature	Other cultures	Gender stereotypes	Tolerance	
	Realities of death	Other cultures	Climate change	Gender stereotypes	Beauty standards	Acceptance	
	Friendship	Inclusivity, Morality,	Global warming	Friendship	Death and loss	Cultural	
	Nature	Power and	Plastic pollution	· ·	Family	miscommunication	
	Empathy	corruption	Animal rights	Perseverance	Good vs evil		
		Class systems		Family	Courage		
	Animal rights	Gender stereotypes		Courage			
		Courage					

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	Book: Greek Myths Poem: Greek Gods Rap	Book: The Lion, The Witch and The Wardrobe Poem: Jabberwocky	Book: Amari and the Night Brothers Poem: Silver	Book: Amari and the Night Brothers Poem: Sonnet 18	<b>Book:</b> Young Heroes <b>Poem:</b> Everybody Is  Doing It	Book: The Island
	Reading skills:	Reading skills:	Reading skills:	Reading skills:	Reading skills:	Reading skills:
	Making predictions	Inferring information	Inferring information	Comparing similar	Inferring information	Inferring information
	Explaining meaning	Justifying ideas and	Justifying ideas and	texts	Justifying ideas and	Justifying ideas and
	in context	reasons	reasons	Inferring information	reasons	reasons
	Retrieving	Making predictions	Summarising	Justifying ideas and	Summarising	Making predictions
	information	Explaining meaning	Making predictions	reasons	Making predictions	Explaining meaning
	Defining new	in context	Explaining meaning	Summarising	Explaining meaning	in context
	vocabulary	Retrieving	in context	Making predictions	in context	Developing
	Developing	information	Retrieving	Explaining meaning	Retrieving	background
	background	Defining new	information	in context	information	knowledge
	knowledge	vocabulary	Defining new	Retrieving	Defining new	
	Reading, discussing	Developing	vocabulary	information	vocabulary	
	and identifying a	background	Developing	Defining new	Developing	
	range of poetry	knowledge	background	vocabulary	background	
	types	Reading, discussing	knowledge	Developing	knowledge	
	Decoding new words	and identifying a	Reading, discussing	background	Reading, discussing	
Year 4 Skills	Using dictionaries	range of poetry	and identifying a	knowledge	and identifying a	
	Fluency of reading	types	range of poetry	Reading, discussing	range of poetry	
	Comparing similar	Decoding new words	types	and identifying a	types	
	texts	Using dictionaries	Decoding new words	range of poetry	Decoding new words	
		Fluency of reading	Using dictionaries	types	Using dictionaries	
		, ,	Fluency of reading	Decoding new words	Fluency of reading	
			, ,	Using dictionaries	, ,	
				Fluency of reading		
	SMSC:	SMSC:	SMSC:	SMSC:	SMSC:	SMSC:
	Human flaws	Family	Racism	Racism	Human rights	Racism
	Jealousy	Loyalty	Prejudice	Prejudice	Perseverance	Immigration
	Temptation	Good vs evil	Family	Family	Dedication	Acceptance
	Loyalty	Morality	Loyalty	Loyalty	Courage	Tolerance
	Good vs Evil	Power and	Courage	Courage	Acceptance	Cultural
	Morality	corruption	Acceptance	Acceptance	Tolerance	miscommunication
	Power and	Nature	Tolerance	Tolerance	Racism	
	corruption	Acceptance	Friendship	Friendship	Gender stereotypes	
	Courage	Courage	Trust	Trust	Making a change	
	Perseverance	Forgiveness	Good vs evil	Good vs evil	Environment	
			Gender stereotypes	Gender stereotypes	Climate change	
	1		Perseverance	Perseverance		

	Book: Iron Man	Book: Holes	Book: Spies	Book: Much Ado	Book: Varjak Paw	Book: Varjak Paw
	Poem: The Sound	Poem: The Raven	Poem: A Ballad of	about Nothing	Poem: The River	
	Collector		London	Poem: I want to be a		
				Pink Flamingo		
	Reading skills:					
	Inferring information	Comparing similar	Distinguishing	Distinguishing	Distinguishing	Distinguishing
	Justifying ideas and	texts	between fact and	between fact and	between fact and	between fact and
	reasons	Making	opinion	opinion	opinion	opinion
	Summarising	recommendations	Comparing similar	Inferring information	Comparing similar	Comparing similar
	Making predictions	Inferring information	texts	Justifying ideas and	texts	texts
	Explaining meaning	Justifying ideas and	Making	reasons	Making	Making
	in context	reasons	recommendations	Summarising	recommendations	recommendations
	Retrieving	Summarising	Inferring information	Making predictions	Inferring information	Inferring information
	information	Making predictions	Justifying ideas and	Explaining meaning	Justifying ideas and	Justifying ideas and
	Defining new	Explaining meaning	reasons	in context	reasons	reasons
	vocabulary	in context	Summarising	Retrieving	Summarising	Summarising
	Developing	Retrieving	Making predictions	information	Making predictions	Making predictions
	background	information	Explaining meaning	Defining new	Explaining meaning	Explaining meaning
	knowledge	Defining new	in context	vocabulary	in context	in context
	Reading, discussing	vocabulary	Retrieving	Developing	Retrieving	Retrieving
Year 5 Skills	and identifying a	Developing	information	background	information	information
Teal 5 Skills	range of poetry	background	Defining new	knowledge	Defining new	Defining new
	types	knowledge	vocabulary	Reading, discussing	vocabulary	vocabulary
	Decoding new words	Reading, discussing	Developing	and identifying a	Developing	Developing
	Using dictionaries	and identifying a	background	range of poetry	background	background
	Fluency of reading	range of poetry	knowledge	types	knowledge	knowledge
		types	Reading, discussing	Decoding new words	Reading, discussing	Decoding new words
		Decoding new words	and identifying a	Using dictionaries	and identifying a	Using dictionaries
		Using dictionaries	range of poetry	Fluency of reading	range of poetry	Fluency of reading
		Fluency of reading	types		types	
			Decoding new words		Decoding new words	
			Using dictionaries		Using dictionaries	
			Fluency of reading		Fluency of reading	
	SMSC:	SMSC:	SMSC:	SMSC:	SMSC:	SMSC:
	Acceptance	Friendship	Warfare	Love	Courage	Courage
	Tolerance	Family	Corruption	Trust	Loyalty	Loyalty
	Irrational fear	Loyalty	Courage	Respect	Good vs evil	Good vs evil
	Inclusion	Morality	Gender stereotypes	Pride	Family	Family
	Racism	Consequences of	Morality	Gender	Friendship	Friendship
	Courage	choices		Lies and deceit	Perseverance	Perseverance
	Prejudice	Destiny/fate			Trust	Trust

	Courage Perseverance Compassion Racism			Bullying	Bullying
War	Mohinder's  Book: Ghost Poem: The Highwayman	Book: Coming to England Poem: The British	Book: Midsummer Night's Dream Poem: The Three Little Pigs (Revolting Rhymes)	Book: Midsummer Night's Dream Poem: Adventures of Isabel	Book: The Lost Thing
Pisting between opinion Compatexts Making recommend Inferriry Justify in reason Summar Making Explair in contract Retrieve inform Definion Vocabu Develop backgreen knowled Reading and idearange of types	between fact and opinion Making recommendations Inferring information Justifying ideas and reasons Summarising Making predictions rising Explaining meaning in context ing meaning ext information Defining new vocabulary g new Developing background knowledge pund Retiven in Sexplaining new vocabulary Retrieving information Defining new vocabulary Reading, discussing	Reading skills: Distinguishing between fact and opinion Comparing similar texts Making recommendations Inferring information Justifying ideas and reasons Summarising Making predictions Explaining meaning in context Retrieving information Defining new vocabulary Developing background knowledge Reading, discussing and identifying a range of poetry types Decoding new words	Reading skills: Distinguishing between fact and opinion Comparing similar texts Inferring information Justifying ideas and reasons Summarising Making predictions Explaining meaning in context Retrieving information Defining new vocabulary Developing background knowledge Reading, discussing and identifying a range of poetry types Decoding new words Using dictionaries Fluency of reading	Reading skills: Distinguishing between fact and opinion Comparing similar texts Inferring information Justifying ideas and reasons Summarising Making predictions Explaining meaning in context Retrieving information Defining new vocabulary Developing background knowledge Reading, discussing and identifying a range of poetry types Decoding new words Using dictionaries Fluency of reading	Reading skills: Comparing similar texts Inferring information Justifying ideas and reasons Summarising Making predictions Explaining meaning in context Retrieving information Defining new vocabulary Developing background knowledge Using dictionaries Fluency of reading

SMSC:	SMSC:	SMSC:	SMSC:	SMSC:	SMSC:
War	Family, Teamwork	Racism	Love	Love	Friendship
Love	Courage, Bullying	Immigration	Dreams	Dreams	Uniqueness
Courage	Justice, Identity	Windrush	Jealousy	Jealousy	Finding a purpose
Other cultures	Poverty,	British values	Appearance and	Appearance and	Tolerance
Tolerance	Domestic violence	Family	reality	reality	Acceptance
Racism	Consequences	Courage	Gender	Gender	Perseverance
Friendship	Friendship	Perseverance			Society
Death	Overcoming	Tolerance			Isolation
Acceptance	adversity	Other cultures			Helping others
Grief	Racism	Tradition			
	Perseverance	Acceptance			
	Compassion				

# **IMPACT:**

- Children apply language, themes and ideas from their reading books to their own writing.
- Children can identify the important/necessary information from a text.
- Children can work out from context the meaning of new words.
- Children can read unknown texts fluently and confidently.
- Children can recognise and compare themes, characters and viewpoints of similar texts and can point out differences.
- Children show a passion for reading and are excited about books.