



Burlington Infant School - Reading Curriculum



'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.'

National Curriculum 2014

At Burlington Infant School, we value reading as a key life skill and one that lays the foundations for lifelong learning. We strive to ensure that every child has the opportunity to learn to read, regardless of their background, needs or abilities.

Reading is promoted as an enjoyable and enriching experience to both children and parents/carers, and it is our intent to instil in every child a love of reading. We aim to do this by immersing children in stories, poems, rhymes and non-fiction texts from the moment they enter our school. This rich and varied diet of carefully planned texts develops children's vocabulary, language comprehension and love of reading. All staff members see reading as a top priority and facilitate opportunities for reading throughout the wider curriculum.

The systematic teaching of phonics has high priority throughout the whole school, from the Early Years Foundation Stage to Key Stage 1. 'Read Write Inc' (RWI) is the Department for Education approved phonics scheme used at Burlington Infant School. This matches the expectations of the English National Curriculum and Early Years Curriculum. RWI is a systematic programme that is taught with fidelity, consistency and continuity, starting from each child's first few weeks in school. All teaching staff receive training in early reading and RWI. It is a school expectation that staff continue to gain and refresh their knowledge in early reading. RWI is implemented as follows:

- Children are taught in small groups, with support from a trained member of teaching staff. Groups are overseen and monitored by the 'Read Write Inc' Manager.
- On entry to Reception, children are assessed and commence a term of quality first teaching, through whole class teaching of individual letter sounds (Set 1) and assisted blending. Children are assessed regularly throughout lessons and formally at regular intervals. This ensures that the children are making progress. They are then grouped and taught in small groups, which are well matched to their phonic and reading ability.



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- Sessions take place every morning for up to 1 hour. Additional interventions are also in place throughout the day for specific children to close gaps and ensure rapid progression. Every child will read to an adult each day through the 'Read Write Inc' session and/or individually within their own class.
- Assessments take place at least every 6 weeks and are monitored by the 'Read Write Inc Manager' to ensure that progress is being made by every child.

The children are provided with the following:

- **Core Lesson RWI Story Book** - this book will be well matched to each child's individual phonic level and knowledge. The child will have been read it at school several times before it being sent home.
- **Book Bag Book**- this is an additional RWI book which also includes the key sounds and words that are carefully matched to the child's phonic level and knowledge. The child will have read this book with their class teacher or teaching assistant in school during the week. Children in Reception and Year One take this book home to read and we are purchasing more of these books for Year Two children still on the RWI programme to take home as well.
- **Sharing Book**- the purpose of this book is for it to be read and shared with an adult at home. The child may not be able to read this book completely independently and will not have read it at school, prior to taking home. However, the book will be broadly matched to the 'Read Write Inc' level the child is reading at and will be chosen from within our Book Band system. Children can change this book as often as they wish. This provides the children with an opportunity to choose a book for themselves and to apply developing reading skills throughout a variety of reading genres.
- **A Library Book**- this book is purely for pleasure! It is not intended for the child to read independently nor is it matched to the child's reading/phonic ability. The purpose of this book is for the child to share and enjoy reading with an adult at home. This provides the children with an engaging, age appropriate story and further develops their reading, fluency and language skills.



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Comprehension

Throughout the Read Write Inc programme, comprehension skills are developed from the very first Ditty reading activities in Reception. In addition, we take a whole class and group guided reading approach in Key Stage One to develop vocabulary and comprehension skills. In Year 1, each class has 1 whole class guided reading session each week, building up to 2 sessions in the second half of the Summer Term. In Year 2, each class has 3 sessions of guided reading in groups per week using high quality texts.

The aims of the sessions are to engage and enjoy texts, respond and develop a deeper understanding (comprehension) of texts. Children explore a wide range of genres, both narrative and non-narrative throughout the year.

During the guided reading sessions, we focus on the following:

- Developing key comprehension strategies through careful modelling and supported practice.
- Critical and evaluative thinking through use of open prompts and effective questioning.
- Developing retrieval and inference skills making references to the text.
- Developing personal responses, using evidence from the text to support their opinions.
- Understanding of a wide range of vocabulary in context.
- Prediction, clarifying, summarising, using prior background knowledge.

Fluency

For children to be able to understand what they read it is essential that they are able to read fluently. Providing children with opportunities to develop and improve their fluency is a priority in our school. Children are explicitly taught how to be fluent readers and are provided with opportunities to apply what they have learnt throughout the school day. In 'Read Write Inc' sessions, the children read 'Speedy Readers' to encourage fluency. These are Green words which the children initially sound out and progress to reading fluently without any sounding out. Adults read aloud to children on a daily basis, ensuring that they model high quality reading with fluency.



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Story time

Story time lasts for about fifteen minutes and takes place on a daily basis in every class in school. A wide range of age appropriate texts and poems are read aloud to enhance children's fluency and enjoyment of reading. In Reception, stories are linked to topic work and key texts, alongside the interests/choice of children. A 'Word of the Day' is also introduced to develop vocabulary. In Year 1, the children enjoy a voting system. This involves the teacher displaying two carefully selected books and the children then voting for the book they would like to read/share that day. Other story time sessions happen each day and may also be part of our 'Read Write Inc' session. In Year 2, children choose a chapter book to share. All story sessions throughout school give the children the opportunity to listen to books at a level beyond their own reading ability, providing all children with the opportunity to access books and to hear vocabulary at a more advanced level than their own independent reading level.

Reading for Pleasure

Reading for pleasure strategies are applied throughout our curriculum and school day. Each classroom or area has an inviting reading area with books that are carefully selected and displayed. Other activities include;

- All children, across all year groups, choose a library book to take home and share each week.
- East Riding Library Service book also loan boxes for both fiction and non-fiction texts.
- Visits to North Bridlington Library for story time sessions are arranged when possible.
- World Book Day is celebrated annually, with children and staff doing book related activities all day.
- Stay and Read Sessions are held, with parents/carers invited into school to read and share books with their child.
- A 'Bedtime Bear' visits the Year 1 children's homes to share a bedtime story.
- Puppet Workshops are booked with a focus on story-telling and drama.
- Book competitions are held to encourage reading at home e.g. Reading Bingo.
- Books are provided for outdoor reading activities eg at playtime/lunchtime and in the Courtyard.

Whole School Reading Timetables

Our positive reading culture ensures that our children are reading widely and often. The below reading timetable shows that reading is a priority and therefore is at the heart of our school day. Children are provided with opportunities to read, listen and respond to a variety of texts in timetabled sessions which are consistent across the school. In addition to these, all classes embed many more reading opportunities throughout all areas of the curriculum and stories may also form part of our Read Write Inc sessions.



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RECEPTION

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Read Write Inc 40 mins Storytime	Read Write Inc 40 mins Storytime	Read Write Inc 40 mins Storytime	Read Write Inc 40 mins Storytime	Read Write Inc 40 mins Storytime
Afternoon	Keep Up Sessions Storytime	Keep Up Sessions Storytime	Keep Up Sessions Storytime	Keep Up Sessions Storytime	Keep Up Sessions Storytime

YEAR ONE

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Read Write Inc 50 mins	Read Write Inc 50 mins	Read Write Inc 50 mins	Read Write Inc 50 mins	Read Write Inc 50 mins
Afternoon	Storytime	Storytime	Storytime	Storytime	Whole Class Guided Reading Storytime
After School (Summer Term)		Catch up Tutoring Groups x2	Catch up Tutoring Groups x 2		



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YEAR TWO

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Read Write Inc/English 1 Hour Storytime	Read Write Inc/English 1 Hour Storytime	Read Write Inc/English 1 Hour Storytime	Read Write Inc/English 1 Hour Storytime	Read Write Inc/English 1 Hour Storytime
Afternoon	Guided Reading Reading and Phonic 1:1 Catch Up sessions	Guided Reading Reading and Phonic 1:1 Catch Up sessions	Catch Tutoring Groups x 2 Reading and Phonic 1:1 Catch Up Tutoring Sessions	Guided Reading Reading and Phonic 1:1 Catch Up sessions	Reading and Phonic 1:1 Catch Up sessions Storytime
After School		Catch up Tutoring Groups x2	Catch up Tutoring Groups x 2		

Assessment

Reading is assessed through a range of different strategies as shown below:

- Children are assessed formatively during 'Read Write Inc' sessions, guided reading, individual reading, story time and reading for pleasure sessions.
- Diagnostic phonic assessments take place each term, using RWI assessments and Phonic Screening Checks.
- Diagnostic, summative and formative assessments are all used to help to identify gaps in learning and inform planning, interventions and whole school improvement priorities.

Teaching staff use information gained from the range of assessments to inform planning, identify struggling readers and gaps in learning. Teacher assessments are entered onto a tracking programme (O'Track) each term which enables teachers and senior leaders to track progress for individual pupils, groups and cohorts across the school.



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The 'Read Write Inc' Manager has leadership time each week and moderates assessment data, observes lessons and gains pupil voice in order to ensure that teacher judgements are accurate and pupils are making or exceeding expected progress. Where children are struggling with reading, a range of interventions are implemented. These include Read Write Inc booster groups and tailored interventions to meet individual needs, either during or after the school day. These interventions are monitored, tracked and evaluated to ensure they have a positive impact, with children making progress.

Enrichment and the school reading environment

All classrooms and areas have an exciting reading area to promote the love of reading and to provide opportunities for the children to gain knowledge and enjoy a range of books. Displays around school promote a positive reading environment and celebrate reading successes and events. Children are encouraged to read both indoors and outdoors and at unstructured times of the day, such as playtime and lunchtime. Every year, the school holds a poetry competition where the children learn a poem which they perform to the rest of the school. This improves fluency, confidence and enjoyment.

Staff training

The Read Write Inc Manager regularly refreshes her reading knowledge and ensures that it is up to date and informed by research evidence. All teaching staff benefit from regular training in early reading, fluency and reading skills, knowledge and comprehension. The Read Write Inc Manager provides coaching and mentoring support and demonstration sessions, as necessary. It is a school expectation that teaching staff maintain and improve their knowledge in early reading and phonics on a regular basis.

Parental Involvement

Burlington Infant School recognises the importance of parental support in reading. Parents and carers are encouraged to hear their child read on a regular basis. Information and guidance on early reading and hearing children read is provided on the school website. Updates regarding reading are often published in the school weekly newsletter and through the use of Tapestry and Class Dojo. 'Stay and Read' sessions are organised, when possible, each term so that parents/carers can attend school and share stories and books with their child.

Next Steps

Please note, our Reading Curriculum is kept under constant review to ensure maximum effectiveness and is updated by the Reading Manager and Senior Leadership Team, as necessary. It has been designed and planned in partnership with Burlington Junior School to ensure continuity and progression as children transfer from Key Stage One to Key Stage Two. Burlington Junior School Reading Curriculum can be viewed or downloaded from www.burlingtonjuniors.org.uk



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Reception Overview of Texts/Reading Opportunities

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Texts (this list is by no means definitive and lots of non-fiction texts and poems will also be used to support each topic alongside the texts listed)	The Little Red Hen (Harvest) Owl Babies The Smartest Giant Guess How Much I Love You The Family Book You are all Welcome The Smeds and the Smoos. Hedgehog's First Day at School Bumble Bear Poetry Basket	Elmer Stories Colour Me Happy The Colourful Chameleon Little White Rabbit Squirrels Busy Day Leaf Man The Jolly Postman Christmas Stories/Poems. Poetry Basket	We're going on a Bear Hunt Goldilocks and the Three Bears Whatever Next Peace at Last Can't you Sleep Little Bear That's my Bear Old Bear stories Handa's Surprise Kipper's Toy Box Poetry Basket	Monkey Puzzle What the Ladybird Heard Farmyard Hullabaloo A Squash and a Squeeze Ed's Egg Dora's Chicks When Will it be Spring? The Easter Story Poetry Basket	Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk The Very Hungry Caterpillar The Gingerbread Man Norman the Slug with the Silly Shell Super Worm Spindarella Mabel's Magical Garden Oliver's Vegetables Eat your Peas Poetry Basket	The Snail and the Whale Duck in the Truck Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Tiddler Aliens love Underpants Poetry Basket
Non Fiction	People who Help Us (non-fiction books) Birthdays Seasons Emotions	Non-fiction books on seasons/festivals Nocturnal Animals Animals that Hibernate Maps/Atlases – look for the north pole Fire Safety	Non-fiction books about bears Space Old toys Chines New Year China	Non-fiction books on life cycles, animals, seasons, weather, pets.	Non-fiction books about plants and flowers Growing Minibeasts Animals Keeping Healthy	World Atlases and Maps Non-fiction books about space Transport Our locality Dinosaurs



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Year One Overview of Texts/Reading Opportunities

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Texts <small>(this list is by no means definitive and lots of non-fiction texts and poems will also be used to support each topic alongside the texts listed)</small>	Elmer stories Percy the Park Keeper The Enormous Turnip Brown Bear Brown Bear What Can You See? Season Poems Autumn Poems	Winter stories Christmas Stories/Poems 7 New Kittens (Muslim Story) Penguin	The Three Little Pigs (Various versions and Pie Corbett) Lost in the Toy Museum The Toy Room Old Bear stories Brown Paper Bear Runaway Pancake	Mr Wolf's Pancakes Funny Bones Anna's Amazing Multi-coloured Glasses Pie Corbett How the Tortoise got his Shell Senses Poems	Mabel's Magical garden Percy the Park Keeper stories The Tiny Seed The Big Book of Blooms Jack and the Beanstalk versions	The Night Pirates The Pirates Next Door The Pirate Cruncher Winnie's Pirate Adventure On a Pirate Ship
Non Fiction	Information books and texts about Wassily Kandinsky Leaflets about activities in Bridlington Information books about the weather and seasons World Atlases	Information books and texts about Claude Monet Information books/power points about polar regions, animals and winter	Non Fiction Books about Toys and Teddies	Information books and texts linked to animals, humans and keeping healthy Florence Nightingale John Naylor Information/powerpoints	Information books/texts about plants and flowers The Big Book of Blooms	World Atlases and Maps Non-fiction books about the sea

Focus Author – Julia Donaldson

Book choice daily by children voting

Children encouraged to share books from home/choose books that interest them

Suggested texts for each subject indicated on medium term planning



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Year Two Overview of Texts/Reading Opportunities

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Texts (this list is by no means definitive and lots of non-fiction texts and poems will also be used to support each topic alongside the texts listed)	Giraffes Can't Dance Selfish Crocodile Mama Panya's Pancakes Handa's Surprise Who's Tail is that? Meercat Mail Anna Hibiscus	Toby and the Great Fire Vlad and the Great Fire of London Remembrance Poems The Christmasaurus	The Paper Bag Princess Traction Man The Egg Stories linked to Dragons	Beatrix Potter stories Fantastic Mr Fox Esio Trot – Chapter Book The Giraffe the Pelly and Me – Chapter Book animals	Jim and the Beanstalk Class 3 and the beanstalk Jack and the Jelly Stalk Jack and the Baked Beanstalk Poetry about Giants	Seaside Stories Katie Morag stories Quest and adventure stories relating to the beach/seaside theme
Non Fiction	Non Fiction Animals Weather Harvest Our World Maps Atlases RWI texts Poetry – Autumn Harvest, Africa chants and rhymes, call and response chants	Non Fiction about the Great Fire and Samuel Pepys The Nativity RWI texts	Non Fiction texts about Materials and their properties	Beatrix Potter information text/books Non-fiction texts about Animals, Humans, health and growth Atlases and Maps Information about the UK Poetry linked to senses	Non-fiction texts about seeds, plants, growth, gardens Poetry about Giants, plant life, flowers and gardens	Non Fiction texts Seaside holidays Letters and postcards Poetry linked to the sea and seaside