



Intent and Design – What are we trying to achieve?

Our Reading curriculum aims to ensure all pupils acquire the highest possible reading skills for life. At the heart of our strategy is our mission to foster a love of reading and we aim to provide children with a language-rich environment, high-quality texts, and inspiring learning opportunities which will help them to:

- Engage with a wide range of different text types
- Read accurately, fluently and with understanding for their age and stage
- Be able to read with prosody, clarity and confidence
- Develop a good linguistic knowledge of vocabulary and grammar
- Gain a life-long enjoyment of reading and books

Speaking We Speak with core vocabulary, confidence and care	Thinking We think deeply and widely using our head and our heart	Reading We read for knowledge and pleasure	Inspiring Attitudes Our learning behaviours are excellent	Determined Ambition We achieve our goals	Everyone We include and value everyone
<ul style="list-style-type: none"> • Debates, discussion, role play in class book club • Confidence to read with prosody and clarity in class, to audiences and in peer work 	<ul style="list-style-type: none"> • High-impact teaching of basic skills: phonics, spelling (RWinc), handwriting, grammar & punctuation • Author links • Using reading knowledge to show what they know. 	<p>To enjoy and comprehend a text pupils must:</p> <ul style="list-style-type: none"> • Connect ideas and activate prior knowledge • Sum up information • Monitor their understanding • Predict and infer • Question – to gain knowledge • Visualise – to create pictures of a text in your mind 	<ul style="list-style-type: none"> • Pupils speak enthusiastically about a range of authors and texts • Pupils display excellent learning behaviors when faced with challenging texts 	<ul style="list-style-type: none"> • Pupils enjoy texts which challenge them • Pupils achieve above age related expectations • Children set out and want to read an authors full catalogue of books 	<ul style="list-style-type: none"> • All children have access to the age-related reading National Curriculum through differentiated support • In-class teacher/TA support • Vocabulary pre-teaching • Phonics intervention 121



Implementation – How will we arrange learning?

Phonics

We prioritise the daily teaching of systematic synthetic phonics. Children have daily opportunities to apply their knowledge of grapheme- phoneme correspondence by reading decodable books daily.

Reception Sound & Book Progression

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Colour	Speed Sounds B	Speed Sounds C	Ditty	Red		Green / Purple
Sounds	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds To blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). Some common exception words: put, the, I, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.
Books	Sounds Blending Books	Sounds Blending Books	Ditty Books	Pint it on Got Him Cat in a pot Jam Pick it up Wuff Wuff	On the bus My Dog Ned Six Fish The Spell Black Hat Bob Tug Tug	Chips The Web Pip's Pizza Stitch the Witch Ken's cap A bad fox

Year 1 Sound & Book Progression







Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Colour	Purple	Pink	Orange	Yellow	Yellow	Blue
Sounds	<ul style="list-style-type: none"> Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7. 	<ul style="list-style-type: none"> Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e 	<ul style="list-style-type: none"> Children to build speed of reading words containing these sounds set 1, 2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e). Children are taught the rest of the set 3 sounds. 	<ul style="list-style-type: none"> Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings. 	<ul style="list-style-type: none"> Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy. 	<ul style="list-style-type: none"> Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.
Books	Ken's cap A Bad Fox Big Blob and baby blob Tim and Tom Tag Elvis	Scruffy Ted Tab the Cat In the Sun The dressing up box Tab's Kitten Sanjay stays in bed	The greedy green Gremlin I think I want to be a Bee A bad fright Follow me Too much A good cook?	The Duckchick Off Sick Tom Thumb The Gingerbread man Robin Hood	Lost Do we have to keep it? Danny and the bump-a-lump Grow your own radishes The Foolish Witch	Barker The Poor Goose Hairy Fairy King of the Birds Our house

Year 2 Sound & Book Progression

Term	Autumn 1	Autumn 2	Spring 1	Spring - Sum
Colour	Blue	Grey	Grey	Follow Seagrave Book bands
Sounds	<ul style="list-style-type: none"> • Children to read words containing set 1, 2 and 3 sounds speedily. • Read multisyllabic words with increased accuracy and pace. 	<ul style="list-style-type: none"> • Recap any missing sound gaps and build fluency when reading stories. • Read multisyllabic words accuracy and pace. 	<ul style="list-style-type: none"> • Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. 	Whole class reading texts
Books	The jar of oil KJade's party Jellybean A box full of light The hole in the hill	Rex to the rescue The Lion's Paw I dare you Looking after a hamster How Silly! Wailing Winny	Toad Andrew Dear Vampire Vulture Culture Celebration on Planet Vox A very dangerous dinosaur The invisible clothes	Book band books

Whole Class reading

Whole class reading lessons from year 2 to year 6 use a range of high quality text extracts from a range of sources – including classics, poetry and non-fiction. As children progress they encounter increasingly complex and challenging texts. We use the Seagrave Comprehension Ninja's to support our comprehension acquisition skills whilst also prioritising vocabulary, fluency and prosody.

Seagrave's Comprehension Ninjas	Example Teaching Cycle	
 <div>Connecting Ninja – activating prior knowledge, comparing to other texts/stories read</div>	Reading Lessons x3 a week	L1 Text orientation vocabulary & prediction Connecting Ninja – book talk Fluency & prosody practice - Teacher to read, echo read, fill the gap, choral reading.
 <div>Summarising Ninja – summarising the main ideas or events in a paragraph or text</div>		L2 Core skills Visualising – take pleasure in the text as you read together – gain understanding, retrieve, infer as a class Fluency & prosody practice - Teacher to read, echo read, fill the gap, choral reading.
 <div>Monitoring understanding Ninja – checking our understanding of vocabulary and what we have read</div>		L3 Vocabulary lesson Monitoring understanding – what do the children now know? Retrieve, explain partner work Fluency & prosody practice - Teacher to read, echo read, fill the gap, choral reading
 <div>Predicting Ninja – work out what might happen next from the clues in the text</div>		L4 Core skills Questioning & Predicting – retrieve, infer, predict independent Re-read the Comprehension Ninja text, focusing on prosody
 <div>Questioning Ninja - asking questions before, during and after reading to develop a deeper understanding of the text</div>		L5 Core Skills Monitoring understanding – what do the children now know? Retrieve, explain independent Re-read the Comprehension Ninja text, focusing on prosody, then practise locating information to answer multiple choice questions
 <div>Visualising Ninja – creating pictures in your mind as you are reading a text</div>		L6 High order Summarising – apply knowledge - assessment Re-read the Comprehension Ninja text, focusing on prosody, then practise locating information to answer sequencing questions



English - Reading

STRIDE Curriculum 2024/25



Impact – how will we achieve our aims?

Work sample analysis	What do books show?
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons? How good is questioning in lessons?
Surveys	What do teachers and families say about this subject?
Interviews	What do the children say about their learning in this subject? What do the staff say about teaching this subject?
Data analysis	What does the data tell us?
Coaching and Mentoring	What is the impact of coaching and mentoring? Support for colleagues in this subject?
Training	What is the impact of the training undertaken?
Learning Environment	How does the learning environment support learning in this subject area?