



Overview



Reading Overview





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Reading

Why is reading important?

“Today a reader, tomorrow a leader.” -

Margaret Fuller

At Place Farm Primary Academy, our teaching and learning prepares and primes our children for their future. Reading is the gateway to the rest of the curriculum, and to life-long learning: it is more likely to determine whether a child does well at school than their social or economic background. Reading expands vocabulary, communication and language skills. It develops empathy, self-esteem, focus and concentration and opens our children’s eyes to new worlds and experiences.

“Reading is the sole means by which we slip, involuntarily, often helplessly, into another’s skin, another’s voice, another’s soul.” –

Joyce Carol Oates



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Reading

It is our moral duty to ensure that all pupils have the opportunity to become fluent, confident and skilled readers who are able to understand and make sense of the world in which they live, through the knowledge they gain from texts. Through exposing children to a rich and varied literature spine, we want them to develop a love of reading, a good knowledge of literature and to understand how reading can open their minds to life-long learning.

Our core texts are carefully chosen to provide both windows and mirrors to our children: windows to step beyond the known context and broaden understanding, and mirrors to allow pupils to reflect upon their own position in the world. The literature spine is unapologetically ambitious to challenge our children's thinking so that they can develop and learn to express a rich and deep understanding of the wider world, making links between subjects to strengthen their understanding of other curriculum areas and prepare them for future success.

We do not believe in glass ceilings at Place Farm Primary Academy, and we do not hold pre-conceptions about any pupils' ability to make progress. All children are supported to make progress and achieve their potential at their own rate.

The role of parents and carers is highly recognised at our school as a vital part of supporting pupils' success in reading. We therefore aim to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills taught in school through reading at home.

Curriculum Sequencing

Our Reading curriculum (Unity Schools Partnership Literacy Curriculum) is cohesive and well sequenced, rich in vocabulary and knowledge and encourages pupils to explore and respond to moral, ethical and social questions.

Breadth and depth in study is achieved through well-sequenced, cumulative units, which are firmly rooted in cognitive science and evidence-based best practice: depth is achieved through specific literature studies of high quality texts and poetry (literature spine); breadth is achieved through extracts that complement and deepen learning of the core text; encouraging pupils to make explicit links and comparisons between the literature studied.

A multi-faceted approach is taken to the coverage of specific content domains and National Curriculum objectives, which are explicitly taught and revisited regularly through the concentrically designed curriculum.



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An evidence-based curriculum

At Place Farm Primary Academy, we embrace research-based innovation and practice. Our reading curriculum (Unity Schools CUSP Literacy) demonstrates a synthesis of research distilled into practice, taking into account the work of:

- Shanahan & Raskinski regarding reading fluency: developing reading fluency is built into each lesson.
- Rosenshine's Principles of explicit instruction, particularly relating to the modelling of taught skills and vocabulary
- Law et al relating to the vital importance of vocabulary acquisition, language and communication skills
- Doug Lemov's into the importance of building and reinforcing knowledge through exposure to high quality literature and teaching, and the importance of oral reading (also supported by Didau).

Lessons are built around content domains, which are revisited frequently and progressively across a two week structure to build conceptual fluency.

Please see <https://www.unitysp.co.uk/cusp/> for further information.



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Literature Spine

Our literature spine is broad, rich and agile. Its core purpose is to expose pupils to a range of high-quality literature that provide a window and mirror to every child; allowing them to see themselves in literature whilst also opening their eyes to world's and experiences beyond their own.

This principle has also been reflected within the supporting extracts, and thematic mapping is designed to communicate where specific moral, social and ethical issues are indicated or addressed.

These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes are addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in depth.

This spine represents the core texts for depth study only.



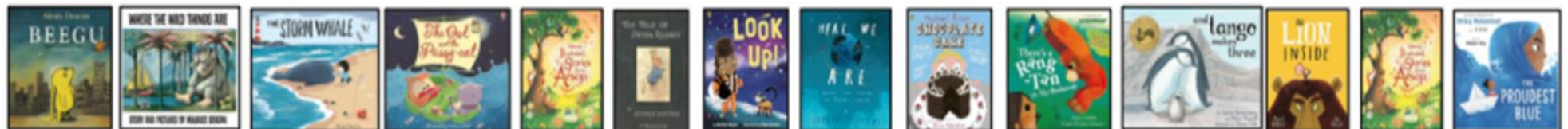
Literature Spine

Year 1

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beegu	The Storm Whale	The Tale of Peter Rabbit	Here We Are	There's a Rangtan in my bedroom	The Lion Within
Where the Wild Things Are	The Owl and the Pussycat Edward Lear	The Tale of Peter Rabbit	Here we Are	There's a Rangtan in my bedroom	Aesop's Fables – The Hare and the Tortoise
Where the Wild Things Are	Aesop's Fables – The Boy Who Cried Wolf	Look Up!	Chocolate Cake Michael Rosen	And Tango Makes Three	The Proudest Blue





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Literature Spine

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Street Beneath My Feet	Paddington	The Quangle Wangle's Hat Edward Lear	Rhythm of the Rain	Great Women Who Changed the World	Fantastic Mr Fox
Grandad's Island	Paddington	Coming to England	Rhythm of the Rain	Great Women Who Changed the World	Fantastic Mr Fox
Aesop's Fables – The Goose that laid the Golden Eggs	The Christmas Pine Julia Donaldson	Mrs Noah's Pockets	Little People Big Dreams:	Aesop's Fables – The Sun and The Wind	Fantastic Mr Fox



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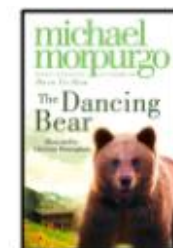
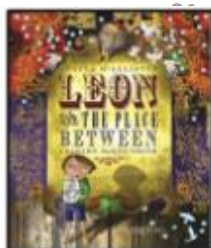
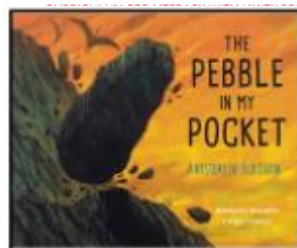


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Literature Spine

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pebble in my Pocket	Leon and the Place Between	Sam Wu is Not Afraid of the Dark	Operation Gadgetman	Dancing Bear	The Magician's Nephew
Greta and the Giant					
	'Twas the Night before Christmas Anon	My Shadow Robert Louis Stephenson			



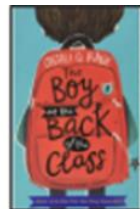


Literature Spine

Year 4

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Queen's Nose	The Boy at the back of the class	Young, Gifted and Black	Wind in the Willows	Varjak Paw	The girl who stole an elephant
The Raven Edgar Allen Poe		Caged Bird Maya Angelou	The Walrus and the Carpenter Lewis Carroll		The Jabberwocky Lewis Carroll



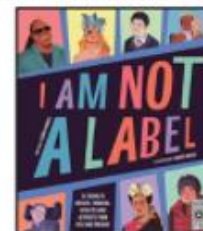
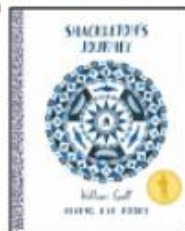


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Literature Spine

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shackleton's Journey	Secrets of a Sun King	A midsummer night's dream	The Boy in the Tower	The Explorer	Five Children and It
		I am not a label			
If Rudyard Kipling					Daffodils William Wordsworth





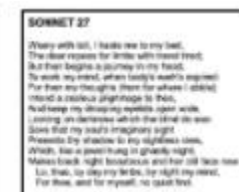
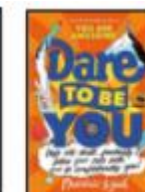
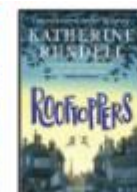
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Literature Spine

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Aboard the Empire Windrush	Oliver Twist	Pig Heart Boy	Rooftoppers	Skellig	Dare to be You
The Island		How to Live Forever			
	Shakespeare's Sonnets: Sonnet 18		The Listeners Walter de la Mare	A Carol From Flanders Frederick Niven	Shakespeare's Sonnets: Sonnet 27





Overview

Key Stage 1:

The premise of our reading curriculum is that Phonics will firstly be taught to a consistently high standard across Key Stage One, so that all pupils are provided with a stable foundation upon which to start their reading journey.

Alongside explicit daily phonics lessons, whole class reading is built around a two-week structure, split with writing in the following way:

3 x 50 mins reading (2 x 50 mins writing) one week
2x 50 mins reading (3x 50 mins writing) in the other

Where appropriate and purposeful, the reading lessons link to the writing unit being studied at the time. This is made clear within the units of work.

Each unit consists of the deep study of a core text from the literature spine, combined with the study of high quality, bespoke-written extracts that both enhance the teaching of specific content domains and link with the core text, to deepen and broaden the children's understanding of the themes explored.



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Key Stage 1:

In addition to whole class reading sessions, focusing on the explicit teaching of knowledge and skills, pupils in Key Stage 1 also enjoy the following:

- At least 2x 20-30 minute Accelerated Reader sessions (Year 2) which focus on independent reading skills and comprehension through quizzing. During this time, teachers have meaningful conversations around reading behaviours and attitudes with pupils.
- Regular 'Developing a love of Reading' sessions of 10-15 minutes where pupils enjoy literature being read aloud.
- All pupils are heard reading on a weekly basis; some are supported on a daily basis.
- Daily phonics sessions, supported by a strong phonics team to enhance provision.
- Free access to a well-resourced library where they can choose books to enjoy at their leisure.



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Key Stage 2:

In KS2, pupils enjoy daily whole class reading sessions lasting between 30 and 40 minutes.

Units are taught over a two-week sequence, allowing for the explicit teaching and revisiting of the key content domains.

Every lesson consists of:

- Explicit vocabulary teaching
- Explicit teaching, explanation and modelling of skills and knowledge
- Fluency exercises to build stamina, speed and prosody

These lessons cover both an in-depth focus on the core text and an opportunity to achieve breadth and conceptual fluency through extract-based study.



Overview

In addition to whole class reading sessions, focusing on the explicit teaching of knowledge and skills, pupils in Key Stage 2 also enjoy:

- At least 2x 20-30 minute Accelerated Reader sessions which focus on independent reading skills and comprehension through quizzing. During this time, teachers have meaningful conversations with pupils relating to reading behaviours and attitudes.
- Regular 'Developing a love of Reading' sessions of 10-15 minutes where pupils enjoy diverse and wide-ranging literature being read aloud.
- All pupils are heard reading on a weekly basis, either through whole class reading or on a 1:1 basis, where needed. Some are supported on a daily basis.
- Free access to a well-resourced library where they can choose books to enjoy at their leisure.