



Princess Frederica & St Thomas' Federation Reading Curriculum 2024-2025

Vision

At St Thomas' Federation/Princess Frederica reading is given the highest priority so that pupils can successfully access the full curriculum and develop a life-long love of learning. We want children to become enthusiastic and reflective readers, who appreciate the written word as an art form. We want pupils to read so that they develop their knowledge of themselves and the world they live in, and to establish an appreciation and love of reading. Reading feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

Rationale

At St Thomas' Federation/Princess Frederica, we believe that we need to foster an enjoyment of reading alongside the skills to decode and comprehend effectively. Our Phonics and Early Reading curriculum from EYFS to Y2 is planned to ensure children are fluent decoders. Once children are able to read fluently (100+ words-per-minute or WPM), they move into a whole-class guided reading approach, which has a continued focus on building reading fluency so they are able to comprehend age appropriate texts. Our Guided Reading curriculum (Y2 - Y6) ensures that our students are exposed to a wide variety of literature from different cultures and moments in time. Reading is not simply taught discretely at St Thomas' Federation/Princess Frederica; it is at the heart of our curriculum and plays an important part in all subjects throughout the primary years.

What do we know about reading?

Research demonstrates that reading fluency is key to children's capacity to make meaning from a text. Fluency can be defined by: a) accuracy (children's capacity to decode using taught phoneme-grapheme correspondences); b) automaticity (the speed at which a child reads a text) and c) prosody (the child's capacity to read a text in their 'natural' spoken voice). If children are reading at less than 90 words per minute (WPM), they cannot make meaning from words. Children are fluent when reading an age-appropriate text at 120 WPM. It is important to note that fluency is a continuum and, as such, as children progress through increasingly difficult texts, it is important that fluency practice remains an important part of the teaching and learning process.

Comprehension of a text largely depends upon fluency, a good grasp of language, contextual understanding and knowledge of the wider world. It is therefore critical that reading lessons are underpinned by teachers discussing both context specific vocabulary (tier 3) and vocabulary that brings the text to life (tier 2). As outlined in 'The Art and Science of Teaching Primary Reading' (Such, 2021), comprehension, or meaning making, should happen in the moment, at the time of reading. Whole class exploration of a text, through which all children engage in meaningful, analytic talk, is the best way to support children in building situation models. Situation models can be defined as 'coherent' representations of what the text is about. Their creation involves integrating information derived from linguistic, world and contextual knowledge. As a result, it is important that the texts the pupils read in Guided Reading are supplemented with further 'Satellite/Support Texts' (texts that link to the core text e.g. non-fiction providing further information about the setting of a text, or texts with similar themes).

Intent

- Pupils read with confidence and enthusiasm.
- Pupils see reading as an enjoyable part of their education.
- Pupils apply their knowledge of phonics, which if developed early, gives them every opportunity to become successful readers.
- Pupils are exposed to a wide range of diverse literature to study or read for pleasure.
- Pupils are challenged to explore text types that they might not have experienced before or find difficult.
- Pupils become fluent, independent readers which enables successful exploration of other subject areas and prepares them for their secondary school curriculum.
- Pupils are able to articulate opinions and reflections by using critical thinking, using evidence to support opinions and ideas.

Implementation

Due to the specific contexts of school communities at St Federation and Princess Frederica, there are some differences to the implementation of Guided Reading. The table below shows the implementation for each school.

Princess Frederica

- Phonics sessions from Nursery to Year 2 are taught using the Monster Phonics scheme. Year 2 pupils continue on the phonics scheme throughout Year 2, but begin whole-class Guided Reading at the beginning of Spring term each day for 30 minutes. For pupils who are not working at the expected level, interventions are put in place and pupils have additional opportunities to practise reading in a small group or 1-2 using the Monster Phonics books.
- From Year 3 - Year 6, pupils partake in whole-class guided reading sessions for 30 minutes each day. Units of learning, which use an extract from the PF Guided Reading Texts List, usually last about two weeks, and teachers use [Guided Reading Planners](#) and the guidance (and supporting documents) below which define how guided reading units are designed at our school. In spring term, Y2 moves into whole-class guided reading sessions to help develop a wider range of reading skills (comprehension, interpretation, prediction, discussing themes etc) across a wide range of text types and genres.
- 1:1 reading is targeted at children who need additional support and gives the opportunity to improve decoding, and develop deduction, fluency and vocabulary meaning in more depth.
- Teachers follow the schools' assessment procedures for making both summative and formative judgements about pupil attainment and gaps in pupil knowledge, which inform lesson planning. [These assessment procedures can be found here.](#)
- Core texts are used in writing lessons to further build on exposure to high quality texts, and incorporate the teaching of reading.
- Carefully chosen class books or core texts are read by the class teacher to the pupils for pleasure at least four times a week.
- Reading is embedded across the curriculum. For example, carrying out research using information texts in science and history and geography. Bible stories are read in RE lessons.
- Reading is celebrated in the learning environment with displays of topic books, 'Reading Rivers', 'Reading Trees' (or similar) and teacher and pupil recommendations.
- Our annual Book Week celebrations involve welcoming a wide range of authors to our school including the authors of some of our chosen class readers.
- Our Book Vending Machine allows books to be used as prizes to encourage high expectations and good outcomes from our students.
- Weekly P4C sessions for Year 1 to Year 6 builds on pupils' ability to think critically, to listen to others and to support opinions and ideas with evidence.
- A coloured reading band scheme is employed from Reception to Year 6. In earlier years, (Nursery - Year 2) books are linked to the phonics sound being learnt that week. After this pupils take home a book linked to the coloured reading band scheme to practise reading with an adult to home. All pupils take a book of their choice from the school library each week for enjoyment - in earlier years this is for an adult to read to the child, and in older years, for the child to read on their own.

- Reading records are used throughout school to ensure children are reading age-appropriate books, are reading frequently and are understanding the texts they are reading.

St Federation (St Thomas' & St Clements and St James)

- Phonics sessions from Nursery to Year 2 are taught using the Little Wandle Letters and Sounds scheme and pupils read fully decodable texts matched to the scheme by Collins Big Cat. Pupils continue on the phonics scheme until they have completed phase 5, set 5 and have a fluency rate of 70 words per minute. For most pupils this will be at the end of Autumn Term in Year 2. For pupils who are not working at the expected level, interventions are put in place and pupils have additional opportunities to practise their phonics and continue reading in a small group or 1-to-1 using the Little Wandle Letters and Sounds scheme and matching texts.
- Once pupils have exited the Little Wandle Letters and Sounds scheme, they begin whole class or small group guided reading sessions for 30 minutes each day. For whole class guided reading, texts are selected from the STFED Guided Reading Text List. However, pupils may also be given opportunities to read and respond to a banded text in a small group where the teacher assesses this would enable targeted teaching of specific objectives that a group of children need to meet.
- From Year 3 - Year 6, pupils partake in whole-class guided reading sessions for 30 minutes each day. Units of learning, which use a text from the STFED Guided Reading Texts List, usually last about two weeks, and teachers use [Guided Reading Planners](#) and the guidance (and supporting documents) below which define how guided reading units are designed at our schools.
- 1:1 reading is targeted at children who need additional support and gives the opportunity to improve decoding, and develop deduction, fluency and vocabulary meaning in more depth.
- Teachers follow the schools' assessment procedures for making both summative and formative judgements about pupil attainment and gaps in pupil knowledge, which inform lesson planning. These assessment procedures can be found [here](#).
- Core texts are used in writing lessons to further build on exposure to high quality texts, and incorporate the teaching of reading.
- These core texts for writing lessons are read by the class teacher to the pupils for pleasure at least four times a week. Where these core texts are shorter (for example in EYFS, KS1 and when using a picture book in KS2) teachers select 'Satellite Texts' (texts that link to the core text) to read to pupils, or read extracts from texts to promote and recommend books for pupils to read at home.
- Reading is embedded across the curriculum. For example, carrying out research using information texts in science and history and geography. Bible stories are read in RE lessons.
- Reading is celebrated in the learning environment with displays of topic books or 'Satellite Texts', 'Reading Rivers', 'Reading Trees' (or similar) and teacher and pupil recommendations.

- Our annual book celebrations involve welcoming authors, storytellers or poets to our school, taking part in World Book Day, and events which provide opportunities for pupils to write about, talk about or perform texts. These are sometimes completed as a special week, or spread throughout the year depending on school improvement priorities, and curriculum design for that year.
- All pupils take books home to read. In EYFS & KS1 pupils take home a reading practice book which is fully decodable and matched to the phonics stage of each pupil. They also take home a sharing book which is for the parent to read to the child for pleasure. In Year 2, pupils take a banded book based on their reading level. In KS2 pupils select a book from the class library (ST) or KS2 Library (SCSJ). These are categorised using a colour system to support pupils to choose a book at an appropriate level. KS2 pupils also visit North Kensington Library on a regular basis and select other books to take home for enjoyment, or have in class as topic books/books to share. Home- Reading Journals are used to keep track of home-reading habits (how regularly pupils read, the breadth of reading) and to provide opportunities for communication about reading between parents and the class teacher. Teachers are expected to complete the home-reading tracker to record how regularly pupils read. These are monitored by the English Leader/s at the end of each half-term, and used to inform reading interventions and target family support.

Impact

- Children read with fluency and develop a lifelong love of reading.
- Children can use a wide range of strategies including their phonics knowledge to read with fluency and expression.
- Children use reading to access and enjoy all areas of the curriculum and to fulfil their potential.
- Children understand the purpose and importance of a library full of books and the powers this provision has in our society.
- Children can openly discuss a breadth of literature stating their opinions and making links between.
- Children feel the enjoyment in sharing and being told stories.

How is a unit designed?

The PF & STFED Reading Planners are used to ensure that teachers are teaching the full range of reading focusses and objectives for each year group from the English National Curriculum.

Each reading unit is based around a whole-class text or extract. The following table outlines the elements that underpin a reading unit. Teachers need to use their professional expertise and ongoing formative assessments to make choices about how much time to spend on each element, what order to teach

these elements in, and decide on the most effective ways to design their lessons to teach the range of elements. The text being studied will also influence the design of each unit of learning.

Instruction Type	Outline	When?
Explicit vocabulary instruction	<p>Explicitly teaching the key language (tier 2 and 3) including outlining definitions and using or seeing the language in context. Vocabulary development is key to improving comprehension. Know the text: strategically select the vocabulary to teach. Teach new vocabulary within context and revisit words (multiple encounters are needed.)</p> <p>NB: This does not include the use of dictionaries to find definitions.</p>	<p>The most appropriate place within the unit: this will sometimes be a whole lesson where the text is more complex; sometimes at the start of a lesson; sometimes interwoven throughout lessons.</p>
<p>This type of instruction may include:</p>	<p>Pre-teaching of new, unfamiliar, complex vocabulary, technical or subject specific words (tier 2 & 3 words):</p> <ul style="list-style-type: none"> ● Use of images or film to illustrate meanings. ● Use of new vocabulary within example sentences. ● Integration and application of unfamiliar vocabulary within class discussions/context of text. ● Teach pupils common English idioms. Explain idiomatic language (spoken and written) and any confusing use of words – when their meaning is not literal. ● Assist pupils to understand figurative language. Use everyday idioms as a way in. 	
<p>Further supporting documents</p>	<p>Infusing Vocabulary Across the Curriculum by Chris Quigley Closing the Vocabulary Gap by David Didau Reading Vocabulary Questions SATs Style (KS2) The Reading Assessment Focusses_ questions by Mark Hartley (this is a list of questions which cover a range of reading focuses) STFED Reading Activities List Highly effective reading activities by Mark Hartley</p>	
Content Specific Instruction	<p>Introduce the author and their background; provide examples of other texts written by the same author; identify the setting of the text (place and time); explore the front cover, title and blurb.</p>	<p>At the start of every unit</p>

<p>This type of instruction may include:</p>	<ul style="list-style-type: none"> ● Read short 'review sentences' about the text (e.g. 'Magical in every way' - Eoin Colfer); ● Provide images of other texts by the same author; ● Questions such as have you read any other texts by this author?; ● Short biographies of the author; ● Spend time discussing the significance of the title of a text, do the same for any chapter titles, or sub-headings; ● Use the picture reveal strategy for the book cover/s 	
<p>Further supporting documents</p>	<p>The Reading Assessment Focusses questions by Mark Hartley (this is a list of questions which cover a range of reading focuses) STFED Reading Activities List Highly effective reading activities by Mark Hartley Reading Retrieval Questions SATs Style (KS2) Reading Inference Questions SATs Style (KS2) Reading Vocabulary Questions SATs Style (KS2)</p>	
<p>Genre and text type classifications</p>	<p>Identifying the genre (fiction, non-fiction or poetry); identifying the text type (eg. adventure, traditional tales, etc.)</p>	<p>This depends on teaching point (eg. recap on genre; predicting genre based upon blurb)</p>
<p>This type of instruction may include:</p>	<ul style="list-style-type: none"> ● Is the text fiction, non-fiction or poetry? How do you know? ● Teacher tells pupils what the text type is before reading. E.g. a traditional tale. Based on what you know about this genre, predict what kinds of characters and events will take place in this story. ● Pupils read the blurb and predict the text type using evidence. ● Pupils review whether their predictions about text type were correct at various points in the unit. ● Teacher makes a statement about the text type of the text and pupils agree or disagree using evidence to justify their opinions. ● What other texts have you read of a similar genre? ● Can texts ever be more than genre? 	
<p>Further supporting documents</p>	<p>The Reading Assessment Focusses questions by Mark Hartley (this is a list of questions which cover a range of reading focuses) STFED Reading Activities List 2024 Highly effective reading activities by Mark Hartley Reading Retrieval Questions SATs Style (KS2)</p>	

	Reading Inference Questions SATs Style (KS2) Reading Vocabulary Questions SATs Style (KS2)	
Comprehension monitoring	<p>Comprehension monitoring is an essential characteristic of successful readers. Comprehension monitoring accurately describes the careful, deliberate way that everyone should read when we are seeking out understanding and noticing when we do not know or understand. It is important that we explicitly teach students these skills. Teachers need to model and scaffold comprehension monitoring. Explain the term 'comprehension monitoring' to pupils.</p>	<p>Constantly throughout teaching of a unit.</p>
This type of instruction may include:	<ul style="list-style-type: none"> • Modelling the following skills of an experienced reader: skimming; scanning; pacing; rereading; checking the index/glossary; asking questions; summarising; noticing patterns and text structures; reading related texts. • Don't underestimate the importance of pronoun resolution. Teach inference through modelling – externalise your thinking process. Externalise the internal comprehension process: provide a commentary. 	
Further supporting documents	Comprehension Strategies Prompts	
Close reading	<p>In depth reading of a part or chapter of a text.</p>	<p>The most appropriate place within the unit: this will sometimes be a whole lesson; sometimes as part of a lesson</p>
This type of instruction may include:	<p>If using extracts, close reading should take place over 2 or more days to allow in depth analysis and discussion.</p> <p>Every close reading session must begin with 'initial reading' of the pages to be covered. In this reading, you may use a combination of you read/we read/I read which you may also use during close reading. The purpose of this is to read for some fluency and get an overall feeling of the pages/text.</p> <p>The purpose of each chapter/section should be explicitly identified through close reading and analysis; students need to question, 'How does</p>	

	<p>the chapter/section contribute to our understanding of the text as a whole? The purpose of the chapter/section could be to introduce a character or demonstrate character development.</p> <p>Close reading will also include questioning , analysis and discussion of:</p> <ul style="list-style-type: none"> • Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. • Deduce, infer or interpret information, events or ideas from text. • uses of language, including grammatical and literary features at word and sentence level. • Identify and comment on writers’ purposes and viewpoints and the overall effect of the text to the reader. 	
Further supporting documents	<p>The Reading Assessment Focusses questions by Mark Hartley (this is a list of questions which cover a range of reading focuses)</p> <p>STFED Reading Activities List 2024</p> <p>Highly effective reading activities by Mark Hartley</p> <p>Reading Retrieval Questions SATs Style (KS2)</p> <p>Reading Inference Questions SATs Style (KS2)</p> <p>Reading Vocabulary Questions SATs Style (KS2)</p>	
Metacognition	Metacognition should be used to demonstrate/embed good reading habits. It is a ‘talking aloud’ technique.	Interweaved through the lesson or stated as the main focus of the lesson.
This type of instruction may include:	<p>E.g: “ we are practising summarising now.” ; “we are analysing language and its impact on the reader.”; “we are evaluating the relationship between characters.” ; “we are making predictions”; “We are thinking about whether what we have read makes sense.”</p> <p>Help pupils to learn to always consider what is not stated, as well as what is stated explicitly</p>	
Further supporting documents		

<p>Reading for fluency</p>	<p>Accuracy: Reading words correctly. (Includes accurate decoding and word recognition. Enables automaticity and prosody to develop).</p> <p>Automaticity: Reading words automatically. (Requires reading accuracy; Enables an appropriate reading speed. Feels effortless).</p> <p>Prosody: Reading with appropriate stress and intonation. Requires reading accuracy and comprehension; leads to variation in volume, phrasing, smoothness and pace; Sounds interesting and engaged.</p>	<p>The most appropriate place within the unit: this will sometimes be a whole lesson; sometimes as part of a lesson</p>
<p>This type of instruction may include:</p>	<p>Teacher-led, modelled fluent reading: Pupils hear how a text sounds when read fluently and can identify what aspects of fluency were used. Prosody (like language) is usually acquired naturally as children grow and listen to prosody modelled around them. Much infant-directed language is rich in prosody. Hearing an adult read aloud with expression or appropriate prosody demonstrates to pupils how to give meaning to what is read through varied pitch (frequency), intensity (specific emphasis on a syllable), and duration (length of the word and pauses between words).</p> <p>Choral reading: This involves simultaneous reading of a passage and can be done individually, in groups or as a whole class. In choral reading sessions, it is important to monitor pupils' reading to ensure that all are participating. One way of doing this is to invite different groups of pupils, mid-flow, to read aloud; for example, girls, boys, people with blue eyes, people on a specific table etc.</p> <p>Repeated choral reading: The teacher might lower their voice with each repeated reading, thus phasing themselves out and gradually releasing responsibility to the students.</p> <p>Echo reading: The teacher reads a short section of the text aloud while pupils silently follow in their own copies of the text. This section could be a sentence, paragraph or a short passage. Pupils echo the section back. Sections need to be long enough so that students are required to rely on reading their text and not just remembering what the teacher said. The teacher then releases responsibility to pairs of pupils, who engage in partner reading. Partner A (the stronger reader in the pair) reads the same piece of text; Partner B tracks the text and monitors their partner. The pairs then swap: Partner B reads and Partner A tracks and monitors.</p>	

	<p>Deep reading: This occurs when a pupil is asked individually to read a single text repeatedly until a level of fluency is achieved. This may be silently or out loud. Several reviews of research on fluency have shown that word recognition accuracy, automaticity, comprehension, and attitude toward reading have been shown to improve with repeated readings.</p> <p>Performance reading: Texts that feature monologues, dialogues, speeches, songs, are suited to performance reading. Pupils can discuss the text and make decisions about how to use their voices, facial expressions or gestures. Text marking can be used to show how different aspects of the reading sounds e.g., underlining a phrase/word/part of the word that will be stressed when read out loud. This is a crucial strategy because it is a way to make repeated reading purposeful and engaging.</p>	
Further supporting documents	<p>5 Minutes on Fluency Child Fluency Rubric The Fluency Effect- research and examples from The Charles Dickens Research School - part one Fluency Part 2: from fluency to understanding from Charles Dickens Research School Fluency part 3 - the strategies from the Charles Dickens Research School</p>	
Teacher questioning	Questions devised by the teacher to teach or assess a specific reading strand. Use the reading assessment focuses at the planning stage and ask questions relating to each of the foci.	The most appropriate place within the unit: this will sometimes be a whole lesson; sometimes as part of a lesson
This type of instruction may include:	<p>These may be answered orally, as written answers, independently or in pairs.</p> <ul style="list-style-type: none"> ● quick fire quizzes; ● question quadrants; ● explicit teaching and modelling of how to answer different question types, which cover a variety of the reading strands such as On the Lines, Between the Lines and Beyond the Text; ● shared and independent activities; ● starter activities including including use of recall questions; ● presented in a variety of ways e.g. multiple choice, true or false, find and copy, requiring longer answers etc; ● providing model answers to evaluate; 	

	<ul style="list-style-type: none"> ● using SATs style questions that copy the layout in the papers especially 3 mark questions <p>Provide model written answers to demonstrate to pupils how to answer comprehension questions.</p>	
Further supporting documents	<p>Question Openers PF Recall Questions Reading Retrieval Questions SATs Style (KS2) Reading Inference Questions SATs Style (KS2) Reading Vocabulary Questions SATs Style (KS2) The Reading Assessment Focusses questions by Mark Hartley (this is a list of questions which cover a range of reading focuses) STFED Reading Activities List 2024 Highly effective reading activities by Mark Hartley</p>	
Character evaluation	To analyse the character/s in the text studied.	The most appropriate place within the unit: this will sometimes be a whole lesson; sometimes as part of a lesson
This type of instruction may include:	<p>Y1 & 2 Retrieving information about a character, e.g. what they look like, what their personality is and labelling a picture of the character. Questions such as: What did he/she look like? Where did he/she live? Who are the key characters in the book? Comparing two characters from the same text or two different texts. How are they similar and different? Does this character remind you of any other characters in stories you have read? Which one/s and why? Providing a statement, e.g. The character is mean. Do you agree or disagree and why? True or false questions about a character.</p> <p>Y3 & Y4 Use of PE (point and evidence) to evaluate a character’s behaviour, attitudes or personality. Identifying show-not-tell techniques to identify how a character feels at different points in the story.</p> <p>Y5 & Y6</p>	

	<p>use of PEE (point, evidence, explanation) with use of quotations for the evidence in Y5 & Y6. Comparing characters giving answers in different formats such as in tables or in paragraphs to allow opportunities to practise SATs style questions.</p>	
Further supporting documents	<p>Reading Inference Questions SATs Style (KS2) Reading Vocabulary Questions SATs Style (KS2) The Reading Assessment Focusses questions by Mark Hartley (this is a list of questions which cover a range of reading focuses) STFED Reading Activities List 2024 Highly effective reading activities by Mark Hartley</p>	
Pupil discussion	<p>Regular opportunities for pupils to share thoughts, feelings and ideas about what they are reading. This should also include opportunities to build on what others have said, or agree and disagree with the opinions of others. It should encourage using their wider reading and knowledge of the world, and develop a critical eye.</p> <p>Talk scaffolds should be used to improve the quality of pupil talk. These should be displayed in the classroom (more generic talk scaffolds) or on slides (more specific to the particular discussion).</p> <p>The teacher should act as facilitator in these discussions and pupils should be taught to actively listen to what others have said so they can build a coherent response.</p>	<p>The most appropriate place within the unit: this will sometimes be a whole lesson; sometimes as part of a lesson</p>
This type of instruction may include:	<p>"I agree/disagree"; "I think"; "Building on what XX said..."; "In my opinion..."</p>	
Further supporting documents		
Summary	<p>Teaching students to summarise improves their memory for what is read. Pupils learn how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.</p>	<p>The most appropriate place within the unit: this will sometimes be a whole</p>

		lesson; sometimes as part of a lesson
This type of instruction may include:	Sequencing events of the story or parts of the story already read e.g. sequencing pictures, ordering given events in chronological order 1-5. Summarising the text so far to a partner/to the class (orally or written) - the number of sentences allowed could be specified Creating story map or story mountain, story S. e.g. what are the five most important events in the extract/text you are reading; what is the most important point in the extract/text and why; summarise the main/s points of a paragraph; how would you tell someone who wasn't here what the extract was about.	
Further supporting documents	Reading Inference Questions SATs Style (KS2) Reading Vocabulary Questions SATs Style (KS2) The Reading Assessment Focusses questions by Mark Hartley (this is a list of questions which cover a range of reading focuses) STFED Reading Activities List 2024 Highly effective reading activities by Mark Hartley	
Themes	Identifying the universal messages the text communicates, or important ideas that are woven throughout.	Generally this will form part of a lesson. Occasionally this may be a whole lesson.
This type of instruction may include:	Ensure pupils know what 'the big idea' is. Use of different ways to summarise themes; the theme of this extract is ... agree/disagree?; diamond nine activity; pupil discussion; a written piece using PEE (Point Evidence Explanation); comparing themes across texts; using themes of text types to make predictions about new texts.	
Further supporting documents		
Pupil questions	Opportunities for pupils develop their own questions based on the text.	The most appropriate place within the unit: this will sometimes be a whole

		lesson; sometimes as part of a lesson
This type of instruction may include:	Oral questions after reading the text; as extension activities; for assessment purposes; to develop understanding; as shared, paired and independent activities using a wide range of openers	
Further supporting documents	Question Prompt Sheet (OTL, BTL, BTT) ST Reading Activities List 2024	
Silent reading and hearing one-to-one reading.	Opportunities for children to read independently and in silence and for teachers and support staff to hear children read one-to-one. Teachers and support staff should prioritise those pupils who are least fluent in their classes.	This will vary depending on the pupil (some may have 1:1 daily interventions; some may have opportunities to be listened to during library time; whole class reading can be used to listen to and check fluency of higher attainers)
This type of instruction may include:	One-to-one reading with an adult: assessing fluency and comprehension; discussion about reading habits and preferences. Another silent reading arrangement could be: <ul style="list-style-type: none"> • The reading focus for the session is established • Pupils read to themselves silently • They are given a focus for their reading (for example, a question to consider, or evidence to find) • The teacher moves around the group listening to pupils read individually. When the teacher joins a child (s)he reads aloud. When she moves on to the next person the child who has been reading aloud reads silently again • The teacher provides feedback to pupils on their reading and poses a question for each of them to answer 	

	<ul style="list-style-type: none">• The group comes together towards the end of the session to discuss the focus posed at the start. What have they found out? What evidence would they use from the text to support their view?
Further supporting documents	12 Tips to Maximise the Impact of one-to-one Reading by Christopher Such

Other supporting documents:

- [Formats for Guided Reading By Mark Hartley](#)
- [Summary of Key Messages by Mark Hartley](#)

Texts for teaching Guided Reading can be found here

[PF Guided Reading Text List](#)

[STFED Guided Reading Text List](#)

Reading for Pleasure, Breadth, and Furthering Knowledge and Understanding - Princess Frederica

Research has shown that reading aloud is probably the most important thing that teachers can do and need to be frequent and regularly part of each school day (The Centre for Literacy in Primary Education.) In class, when sharing texts teachers will regularly read out extracts or chapters to support the learning, modelling effective fluency skills and bringing stories to life. In addition, an important part of our school's reading ethos is having a class book that has been chosen by a variety of different criteria.

How did we choose our texts?

The list has been carefully curated based on research from CLPE who believe as we do "quality children's literature [is] at the heart of all learning." The aim is to give our children exposure to the magnitude of literature that encompasses a variety of topics.

Class Reader

Core texts of a substantial length have been chosen using these three categories:

- Solely for enjoyment
- A classic (a book a child should have read)
- Has a message or experiences of a different culture and to provide representation of our school community.

These stories have been carefully curated so children are exposed to a range of stories from classic modern literature such as *Charlotte's Web* or *Holes* to current popular literature such as *The Boy at the Back of the Class* or *The Truth Pixie*. We also aim to expose our children to stories that have a clear message or experiences of a different culture whether it be set in a different country or is told from the perspective of a character of a different ethnicity or is neurodiverse such as a main character who is on the autistic spectrum. By giving our children this exposure we believe it will support developing our children into well rounded human beings.

	Princess Frederica Primary School Class Reader overview		
	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Year 1	<i>The Truth Pixie</i> by Matt Haig	<i>Charlie and the Chocolate Factory</i> by Roald Dahl	<i>Anna Hibiscus</i> by Atinuke
Year 2	<i>Tilly and the Time Machine</i> by Adrian Edmondson	<i>Stitch Head</i> by Guy Bass	<i>Accidental Trouble Magnet: Book 1 (Planet Omar)</i> by Zaniab
Year 3	<i>The Boy Who Grew Dragons</i> by Andy Shepherd	<i>Anisha: Accidental Detective</i> by Serena Patel	<i>Charlotte's Web</i> by E.B. White
Year 4	<i>Llama out Loud</i> by Annabelle Sami	<i>Varjak Paw</i> by SF Said	<i>The Girl Who Stole an Elephant</i> by Nizrana Farook
Year 5	<i>The Last Wild</i> by Piers Torday	<i>The Boy at the Back of the Class</i> by Onjali Q Rauf	<i>Wonder</i> by RJ Palacio
Year 6	<i>Holes</i> by Louis Sachar	<i>Highrise Mystery</i> by Sharna Jackson	<i>Can you see me?</i> By Libby Scott & Rebecca Westcott

If these texts are finished in the first half term, teachers are able to use their own knowledge to choose the next class reader. The choices of class readers are celebrated throughout the school by each class having a door sign to show what they are reading and this changes as of when the core class book changes. Teachers are able to alternatively choose their English text for their class reader if it is of substantial length.

Supporting or 'Satellite' texts

All supported or 'Satellite' texts have been chosen carefully for the most impact for our children. All texts fall under these criteria:

- Texts set in a different continent.
- Texts portraying a different religion or historical period.
- Texts about a famous person.
- Texts with themes linking to core texts, or the 'golden threads' in our history, geography, or science curriculums, such a migration, the environment, society, culture.

- Texts to support knowledge and understanding across the curriculum, for example geography, history, science. These are displayed in book boxes or on window sills for children to access.
- As much as possible, stories have been integrated into other curriculum areas to support pupil understanding, especially in EYFS and Key Stage 1. For example, when learning about the Great Fire of London in history, Year 1 read *Toby and the Great Fire of London*, Or when learning about London in Geography, pupils read *Katie goes to London*.

Other supporting texts

- All classes will begin the year by reading *Every Child a Song* by Nicola Davies. This book celebrates children's rights and allows all our children to know they are valued, respected and celebrated.
- When Princess Frederica celebrates Black History Month all classes will share *Young, Gifted and Black* by Jaima Wilson by reading about selected figures that deserve to be celebrated.
- At the end of KS1 and KS2 the children are read a story about embracing change and moving on. As our children progress to the next key stage or new school it is important they understand that change is good and happens throughout their lives.
- At Princess Frederica we promote the importance of a child's SMSC using a book-based programme in PSHE lessons. A separate book list has been curated about a variety of topics that link to the National Curriculum and DfE guidelines regarding issues such as mental health, same sex families and emotions such as grief. These too are shared in class to support and strengthen understanding and promote appropriate discussion.

Reading for Pleasure, Breadth, and Furthering Knowledge and Understanding - STFED

Research has shown that reading aloud is probably the most important thing that teachers can do and need to be frequent and regularly part of each school day (The Centre for Literacy in Primary Education.) In class, when sharing texts teachers will regularly read out extracts or chapters to support the learning, modelling effective fluency skills and bringing stories to life. In addition, an important part of our school's reading ethos is to read the core texts, or satellite texts, four times a week at some point in the school day.

Rationale for Text Selection

According to Doug Lemov “*There are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books.*” (Reading Reconsidered) The five categories are as follows.

Archaic Language: Understanding archaic language gives access to some of the most seminal texts ever written. This is language that is unusual in today’s world.

Non-linear sequences: Standard texts show times unfolding consistently. Non-linear texts have narratives that move backwards and forwards through time.

Narratively complex: The narrator of the story can sometimes be unreliable. The narrator may not be consistent in their telling of the story; there may be more than one narrator of the story; or the text might be so complex that it requires unpicking.

Symbolic text: Some texts use a lot of metaphors and images, whilst others convey an allegorical meaning.

Resistant text: Some texts are deliberately confusing so that the reader has to form meaning around nuances, clues, uncertainties and hints. Many poems fall into this category.

(adapted from Chris Quigley’s Essential Curriculum & Five Plagues of Reading Spine by Doug Lemov).

The texts identified on the writing core text list and the guided reading text list, ensure that each year children are exposed to all five of these categories more than once. In addition, the selection of texts has taken into account the school’s spiritual teachings, and ensure that there are a range of themes across texts to enable spiritual discussions and learning “*...do with the search for meaning and purpose in life and for values by which to live. Having a higher and deeper awareness and concern for others in the world around us. An increasing awareness of the concept of others. A growing sense of empathy, concern and compassion and an ability to reflect on how our values and principles affect our relationships with others.*” (Spirituality Policy, January 2020). Texts selected include the school’s values of: *friendship, perseverance, forgiveness, respect*. The text list responds to the world around us now, for example the growing concern about the environment. Thus, each year pupils study at least one text which has environmental issues as its core theme.

The selection of texts also takes into account the school’s Equality and Information Policy, March 2019 (see introduction, aims and objectives) and the schools’ anti-racist ethos. Texts have been selected to ensure that each year pupils study texts set in a range of different places, times, and with characters from different heritages, of different genders, those that challenge gender stereotypes and portray neurodiverse characters. As much as possible a diverse range of authors are included in the selection of texts - this area will continue to be developed as new texts are published. When choosing traditional (archaic) stories, we have ensured that a range of cultural heritages are used. However, we have also tried to ensure that modern representations of a variety of cultures are included in the books we study to counter cultural and racial stereotyping.

Teachers need to be aware of the context that the texts were written and how this affects the writing. For example the time period, viewpoints and historical events that influence the writing. For example how gender or racial portrayal is a result of the context of the story, or time of writing. This will be communicated and discussed with the children at an age appropriate level.

Supporting or 'Satellite' texts

All supported or 'Satellite' texts have been chosen carefully for the most impact for our children. All texts fall under these criteria:

- Texts set in a different continent.
- Texts portraying a different religion or historical period.
- Texts about a famous person.
- Texts with themes linking to core texts, or the 'golden threads' in our history, geography, or science curriculums, such a migration, the environment, settlement, space etc
- Texts to support knowledge and understanding across the curriculum, for example geography, history, science. These are displayed in book boxes or on window sills for children to access.
- As much as possible, stories have been integrated into other curriculum areas to support pupil understanding, especially in EYFS and Key Stage 1. For example, when learning about the Great Fire of London in history, Year 1 read Toby and the Great Fire of London, Or when learning about London in Geography, pupils read Katie goes to London. XXX reading has a special place in XXXX.

Other supporting texts

- Stories and texts are used to support the schools' RSHE curriculum. Within the RSHE scheme of work, texts are suggested for teachers to use that include a variety of topics and issues taught, and that link to the National Curriculum and DfE guidelines regarding issues such as mental health, same sex families and emotions such as grief. These too are shared in class to support and strengthen understanding and promote appropriate discussion.
- Texts are used as a basis for other curriculum events which form part of our broader curriculum. For example, Identity Week; Healthy Schools' Week; Engineering Week.

Other Reading for Pleasure Initiative

- Parent workshops – at the beginning of the Autumn term all parents are invited to a coffee morning which includes a reading workshop designed specifically for the age group of the children in each class. After this, further parent workshops are held on a regular basis.
- Book Fair – each year we hold an annual book fair in order to encourage parents to buy new books with their children which they can enjoy together and to expose them to current popular or new authors.
- Displays – reading and book displays around the school are regularly updated and used to celebrate and promote reading for example: reviews by children, recommendations by children and staff, reading rivers and outstanding examples of reading response activities (from guided reading books or homework projects.)
- Teachers are expected to have a knowledge of a wide variety of children’s literature in order to promote it in class.
- Each class has a high quality Class Reader which is read at the end of each day.
- Volunteer Reading Helpers – in order to involve more parents and the wider community we invite and hold reading workshops for reading volunteers. Currently our volunteers include parents, governors and friends of the school.
- Various competitions take place over the year such as The Readers’ Cup in conjunction with the Thomas Foundation (at ST) , house group book quiz (at PF) and competitions across the partnership schools.
- Throughout the year staff from local libraries come to speak in assemblies and classes visit libraries.
- Book Week is celebrated with a wide range of authors visiting PF with partnership schools invited to events.
- Class libraries are re-stocked with new books each year and children are consulted about what books and authors they would like.