

READING

THE FOXTON CURRICULUM



*The more that you read, the more things you will know. The more
that you learn, the more places you'll go.*
– Dr Seuss

At Foxton Primary School, we are passionate readers.



Our English Curriculum: Reading

At Foxton Primary School, we love reading. Reading is fundamentally important and we implement a programme of systematic synthetic phonics, with fidelity, to teach it. Reading for pleasure pedagogies are employed to promote a school-wide reading culture and a love of reading for all pupils. We are committed to enabling our children to become ardent, avid readers and life-long learners. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent approach to the teaching of reading in order to close any gaps

and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage them to challenge themselves, persevere and pursue success. This begins in Fox Cubs where we use a synthetic phonics programme called Read, Write Inc. This programme is a method of learning letter sounds and blending them together to read and write words. Our phonics programme is supported by a comprehensive scheme of reading books further up the school which contains a variety of books from different genres.

Reading at school

Children in Fox Cubs and Year 1 have daily phonics sessions working through the phases either individually or in small groups. The reading books in these classes always match the phonics sounds being taught. Every child has a school reading book to be read at home. Where children do not read at home, staff facilitate extra reading sessions in the school day.

In Key Stage 2, the classes enjoy whole class reading sessions as well as ample opportunity to read independently, aloud to others and enjoy their class novel. Careful thought has been given to the texts studied in order to ensure a broad range of genres and authors linking to our global goals. Staff have developed eight reading skills (five in Key Stage 1) which are practised regularly by the children in order to develop their fluency and reading comprehension (see Appendix 2).

Reading at home

We believe that regular reading at home is an important tool in developing reading skills. Read, Write, Inc. Phonics books and other levelled titles from a range of reading schemes are used for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres. Our reading scheme also ensures children are offered high-quality books that reflect the diversity of our modern world. Children work through the reading scheme at their own pace and school staff monitor their progress and determine when best for children to move onto the next band, ensuring that a range of titles have been explored and understood.

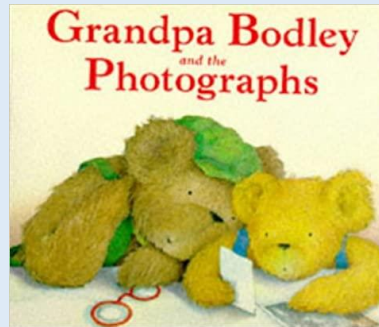
PM Benchmarking assessments are used regularly to check whether children have the fluency and comprehension needed to move up the reading scheme. We also have a comprehensive non-fiction and 'genre organised' fiction library for children to choose from once they have reached a level of reading beyond the banded books.

Coverage

Opportunities are planned for pupils to read and experience books using a variety of Quality First Teaching methods including those listed below. Our whole school Reading Policy goes into greater depth about the progression and coverage of reading at Foxton.

Daily	Weekly	Termly
<ul style="list-style-type: none">- Texts read aloud- Independent reading- Access the school library- Cross curricular reading- Whole Class Guided Reading in KS2- Explicit questioning from adults during reading times: Content Domains used for focused questioning- Feedback from adults- Reception and KS1 Daily phonics	<ul style="list-style-type: none">- Reading comprehension lessons (<i>Content Domains for KS2 are covered</i>)- Poems in assembly	<ul style="list-style-type: none">- Head Start Assessment- Termly reading tests- Teacher assessment

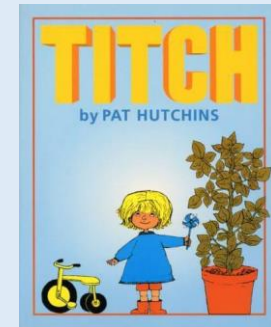
Fox Cubs: a selection of books studied



Grandpa Bodley and the Photographs
by Caroline Castle



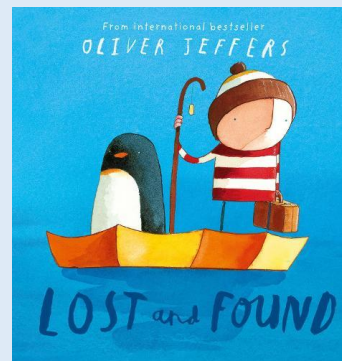
It's Okay to Be Different
by Todd Parr



Titch Dresses Up
by Pat Hutchins



The Penguin Who Wanted to Find Out
by Jill Tomlinson

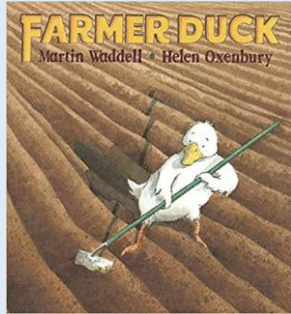


Lost and Found
by Oliver Jeffers



Junk DNA
by Clare Thompson

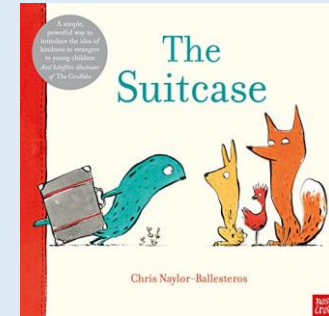
Class 1: a selection of books studied



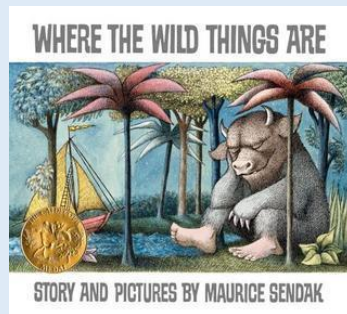
Farmer Duck
by Martin Waddell



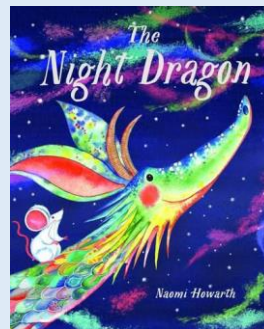
Over and Under the Pond
by Kate Messner



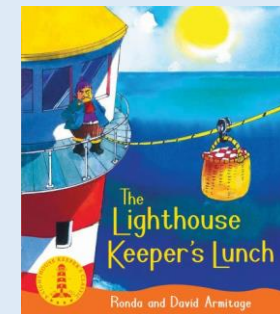
The Suitcase
by Chris Naylor-Ballesteros



Where the Wild Things Are
by Maurice Sendak

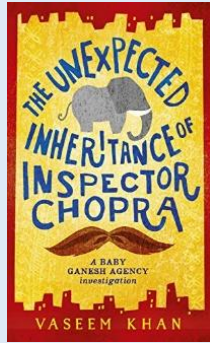


The Night Dragon
by Naomi Howarth

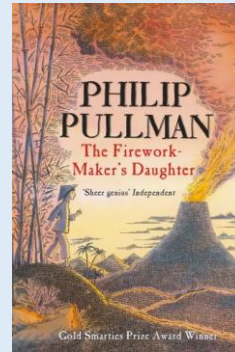


The Lighthouse Keeper's Lunch
by Ronda and David Armitage

Class 2: a selection of books studied



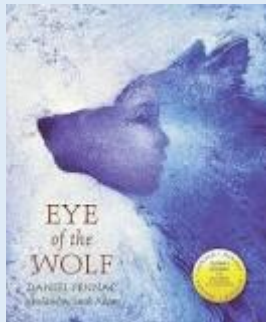
The Unexpected Inheritance of Inspector Chopra
by Vaseem Khan



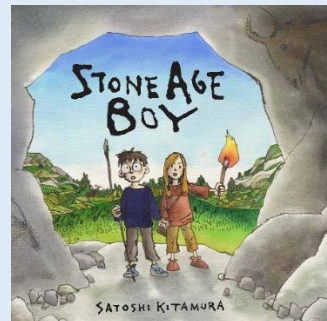
The Firework Maker's Daughter
by Phillip Pulman



Journey, Quest and Return
by Aaron Becker



The Eye of the Wolf
by Daniel Pennac



Stone Age Boy
by Satoshi Kitamura

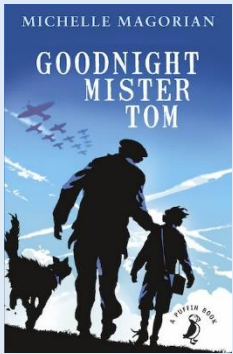


The Ghost of Gosswater
by Lucy Strange

Class 3: a selection of books studied



The Railway Children
by Edith Nesbit

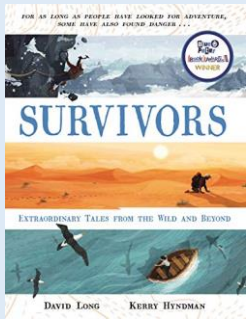


Goodnight Mr Tom

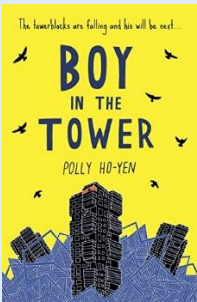
Margaret Magorian



The Boy Who Met a Whale
by Nizrana Farook



Survivors
by David Long



Boy in the Tower
by Polly Ho-Yen

Knowing more and remembering more

Since reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. As the children develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced. Through the teaching of systematic phonics and guided reading, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning across all areas of the curriculum. Headstart assessments are used termly to assist teacher assessment.

A Global Curriculum

We firmly believe that fostering a deep love for reading and writing not only facilitates the access to knowledge but also empowers students to become active agents of transformation. This conviction resonates profoundly with various United Nations Sustainable Development Goals (SDGs), each guiding our educational voyage.

The cultivation of passionate readers and writers aligns harmoniously with Goal 4: Quality Education. By nurturing literacy skills, we empower students to engage critically with a world saturated with information, ultimately equipping them to be informed global citizens capable of making meaningful contributions.

Fluency in English serves as a potent tool for igniting change, echoing Goal 17: Partnerships for the Goals. Proficiency in communication, encompassing writing, speaking, and listening, enables students to craft and execute impactful awareness campaigns, conduct insightful case studies, and actively partake in desktop research.

The same proficiencies underpin the development of partnerships and connections, resonating with Goals 8 and 17: Decent Work and Economic Growth, and Partnerships for the Goals. By fostering effective communication, our curriculum equips students to bridge divides, collaborate, and catalyse progress within their local and global communities.

Our celebration of World Book Day echoes Goal 4: Quality Education. By commemorating the power of literature to inspire change, we ignite a passion for reading that extends beyond the classroom, fostering a lifelong love for learning and engagement.

Inviting a diverse range of speakers further enriches our English curriculum and aligns with Goals 4 and 10: Quality Education and Reduced Inequalities. These speakers infuse real-world relevance into the curriculum, deepening students' understanding of global issues and providing them with insights to become change agents themselves.

Above all, our ambitious English curriculum serves as a vehicle for narrowing the gap of inequality and disadvantage, aligning with the overarching mission of the SDGs. By nurturing articulate, empathetic, and globally-minded communicators, we provide each child with a transformative platform, empowering them to contribute positively to their own lives and to the broader global community.

Appendix 1

National Curriculum


You can access the full [English Programmes of Study here](#).

Appendix 2

Guided Reading Skills

Reading Skills	Key Stage One		Key Stage Two	
	National Curriculum	Child-friendly wording	National Curriculum	Child-friendly wording
Language Learner 	1a – Draw on knowledge of vocabulary on the basis of what has been read so far	I can understand what the words I am reading mean.	2a – Give/ explain the <u>meaning</u> of words in context	I can explain the meanings of words in context.
Fabulous finder 	1b – Identify/ explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	I can find and record information and discuss important parts of a book.	2b – Retrieve and record information/ identify key details from fiction and non-fiction	I can find and record information and identify key details from texts.
Remarkable Rememberer 	1c – Identify and explain the sequence of events in texts	I can talk about the sequence of events in a book.	2c – Summarise main ideas from more than one paragraph	I can summarise the main ideas from more than one paragraph.
Invincible Inferer 	1d – Make inferences from the text	I can make inferences from a text.	2d – Make inferences from the text/explain and justify inferences with evidence from the text	I can make inferences about what I am reading and explain them with evidence from the text.
Powerful Predictor 	1e – Predict what might happen on the basis of what has been read so far	I can predict what might come next.	2e – Predict what might happen from details stated and implied	I can make predictions based on what has been written and what has been implied.
Clue collector 			2f – Identify/ explain how information/ narrative content is related and contributes to meaning as a whole	I can make links between different parts of a text and explain how they contribute to the meaning.
Word Wizard 			2g – Identify/ explain how the meaning is enhanced through the <u>choices of words and phrases</u>	I can discuss the impact of the author's choice of words and phrases.
Curious Comparer 			2h – Make comparisons within the text	I can make comparisons within and between texts.


Language Learner



I can understand what the words I am reading mean.

1a


Fabulous Finder



I can find and record information and discuss important parts of a book.

1b


Remarkable Rememberer



I can talk about the sequence of events in a book.

1c


Invincible Inferer



I can make inferences from a text.

1d


Powerful Predictor



I can predict what might come next.

1e


Language Learner



I can explain the meanings of words in context.

2a


Fabulous Finder



I can find and record information and identify key details from texts.

2b


Remarkable Rememberer



I can summarise the main ideas from more than one paragraph.

2c


Invincible Inferer



I can make inferences about what I am reading and explain them with evidence from the text.

2d


Powerful Predictor



I can make predictions based on what has been written and what has been implied.

2e


Clue Collector



I can make links between different parts of a text and explain how they contribute to the meaning.

2f


Word Wizard



I can discuss the impact of the author's choice of words and phrases.

2g

Curious Comparer



I can make comparisons within and between texts.

2h

Language Learner (a)

Find two words with a similar meaning.

Can you find a different word that means the same as ...? Does it fit into the sentence?

Can you think of a word that means the opposite of ...? How does that change the meaning of the sentence?

Can you think of a word that would change the meaning of this sentence?

Can you think of another word that means the same as ...?

Can you think of a word that doesn't fit in that sentence?

Can you find a ... (word class)? Explain how you know it is a ... (word class).

Can you suggest a different noun/verb/adjective etc. to improve this sentence?

Put this sentence into your own words.

Fabulous Finder (b)

Who is the main character?

Where is the story set?

Who is the hero?

Who is the villain?

What does the main character look like?

How many characters are there in the story so far?

What does ... look like? How do you know?

What key event has happened already?

What is ... wearing?

What colour is ...?

What is the main character like as a person?

Remarkable Rememberer (c)

Recount the main ideas from the last paragraph.

What happened in paragraph (e.g. 1 or 2)?

Recount the main ideas from this paragraph in a sentence.

What is the text about?

What has happened so far?

In what order do the events happen?

What happened to the main character at the end?

Where do you notice the story changing how the characters are feeling?

What happened in the story?

Can you draw a story map of the main ideas?

Can you suggest a sub-heading for this paragraph?

What did you learn here?

Invincible Inferer (d)

How is this character feeling? How do you know?
How was the main character feeling at the beginning/end of the story?
Why did the character behave in that way?
What time of day is this chapter? How do you know?
Why was this setting chosen for the story?
From what this character says, what can you say about them as a person?
From what you know about this character, what do you think they will do next?
How has what has happened affected the way the characters behave?
Do you think this character is happy?
What is the genre of this story?
How do you think the character will change now?
How do you think the story will end?

Powerful Predictor (e)

How do you think the character is feeling?
What do you think will happen next? What makes you think this?
How do you think this event will affect the story?
Tell me something we might still learn about the main character.
How do you think the setting will affect the story?
Look at the picture – what does it tell you about the story and what might happen?
Based on what you know about other stories by this author, how do you think this story will develop?

Clue Collector (f)

How does the beginning of the story link to the end?
Has the character change throughout the story?
How does the character's behaviour change at the end of the story?
Did you notice the way the character changed?
Did the main character feel the same throughout the story?
How do the actions of the main character change the story?
How do different characters react to the same event in the text?
How does the way the character uses speech give meaning to what is happening in the story?
Identify the main events that change the direction of the story.
How does what has just happened change the way you think the story will go from here?
How does the atmosphere change throughout the book?
Can you say what genre the book is from the beginning? Were you right?
Describe the setting. How does it affect the story?
Can you compare the different settings in the story and how they affect the plot?
Why do you think the author has set the text out this way?

Word Wizard (g)

Why did the author pick this word?

What word or phrase does the author use to describe ...?

How did you know that ... from what the author said?

Which adjectives does the author use to describe the setting?

Use a thesaurus to find a different word/

Choose a word to magpie from this page to use in your own writing.

Curious Comparer (h)

Can you name another story with a similar setting?

Tell me about another story with a similar setting.

Can you think of a similar story?

Tell me about another story with the same characters.

What might another character do or think?

Are all the characters feeling the same way?

What did you find out? Where else could you look to find out more? What would you like to find out more about?

Have you read a different story by the same author? Are there similarities? What are they?

Can you compare the characters in this text?

Tell me the difference between character A and character B.

Can you tell me about a different character in a book by the same author?

How are they different from or similar to this character?

Are any settings or ideas the same?