



How we teach Reading



This document outlines: the intent and rationale behind our Reading curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Writing curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children will inspire to be fluent readers, who are able to read for pleasure and for information.	Children enjoy reading a range of texts that promotes a love of reading.	Children will leave school being able to read fluently, with the right expression, have a good understanding of what they have read and read for pleasure as well as for information.

At Godmanchester Bridge Academy, we follow and adapt the scheme of work from 'The Teach Hub' to create our reading curriculum. We have chosen this approach as it focuses on teaching children unfamiliar vocabulary, develops their fluency and their comprehension.

Specifically, our aims for the teaching and learning of reading are as follows:

- To nurture a culture where children love to read and enjoy reading at any stage of their reading journey.
- To ensure that our children receive high quality Phonics teaching (Read Write Inc) every day in EYFS and KS1. This progressive approach ensures that our children are well placed to read and spell words with fluency and confidence.
- To enable children to read easily, fluently and with the right expression, to have a good understanding of what they read, develop their love of reading so that they read for pleasure as well as for information and to acquire a wide vocabulary.
- To encourage enjoyment by displaying high quality texts.
- To make links between what they have read and how they can use what they have read in their writing.
- To use the skills and knowledge learnt in an English lesson across the curriculum.
- Children learn who they are as a reader. This means they will know what they enjoy reading but they will also take risks and try new texts.
- Every child is read to each day by the class teacher.
- Children develop and use strategies that help them when they are stuck.
- Share a mixture of fiction, non-fiction and poetry with the children through shared reading and guided reading sessions.
- Our children will leave school being able to recommend books to others, seek out books they wish to read and discuss them with confidence.
- We want the children to see themselves in the books that are read to them in class.



Implement

We ensure that our English teaching and learning provides many purposeful opportunities for reading and discussion. We use a wide range of quality texts and resources to motivate and inspire our children.

Children in EYFS, Year 1 and Year 2 receive a RWI phonics lesson 5 x 30 minutes a week. Once Year 2 have completed the Read Write Inc Program, they move onto Whole Class Guided Reading. The children have 3 x 30-minute guided reading sessions per week. KS2 children have 2 x 30 minute reading lessons.

Teachers create a positive reading culture in school, where reading is promoted, enjoyed and considered a pleasure. We promote reading by reading out loud to our class regularly. The guided reading sessions allow the children to learn a wide range of vocabulary and they are able to be more adventurous with their language choices.

Timely intervention is planned for those children working below expected levels as soon as their needs are identified. All children read aloud during phonics or whole class reading. In addition, some pupils may read at least once more per week with a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20%. Furthermore, Pupil Premium children and those pupils not reading regularly at home, have additional opportunities to read aloud.

A celebration of reading is on display in the library. Each class has a display to show how their class is developing a love of reading.

We encourage children to share their ideas during a lesson by answering questions, discussing ideas with their partner, read their work aloud and by joining in with discussions.

At Godmanchester Bridge Academy, we incorporate Rosenshine's Principles of Instruction into our lessons to help ensure our teaching is research backed and as effective as possible. Children are given opportunities to:

- [recap previous learning](#)
- [new learning is taught in small steps](#)
- [answer questions](#)
- [be guided in their reading.](#)
- [have their learning scaffolded.](#)
- [have feedback from the teacher throughout the lesson.](#)



Planning

For reading, teachers follow and adapt the planning from 'The Teach Hub'. Each week the children will focus on the vocabulary needed to understand the text they are reading. They will develop their fluency by reading the same text over a week. They will echo read, choral read, paired read and individually read. Finally, the children will discuss what they have read. Each unit will look at a range of objectives linked to the national curriculum and the reading domains.

Prior to the lesson, teachers will:

- adapt the planning to better meet the needs of the children in their class.
- ensure they have a good understanding of the text type and subject knowledge needed to teach the lesson confidently.
- provide some children with pre-teaching on the theme or vocabulary of the text they will be using as a guide.

EYFS and Year One

Their reading lesson follows the Read Write Inc programme – see how we teach Early Reading and Phonics document for more details.

Year Two – Year Six

During a reading lesson at Godmanchester Bridge Academy, children will:

- Read a high-quality text.
- Learn a range of new vocabulary linked to the text they are reading.
- Link the new vocabulary to words they already know.
- Have the opportunity to listen to the class teacher read fluently and expressively.
- Copy how their teacher reads the text through echo reading.
- Practice their reading skills through paired and independent reading.
- Hear an expert model an answer to a question.
- Develop their comprehension through a range of different activities.

After a reading lesson at Godmanchester Bridge Academy, children will:

- Have their work checked by their teacher.
- Have the opportunity to respond to feedback.
- Some children will have further support to achieve aspects of the lesson. This will happen during the intervention of 'Bridge It'.

Assessment of reading will happen informally at the end of each lesson. This will inform future planning. Teachers will use NFER assessments as summative assessments identify gaps in the children's knowledge. This will be analysed and used to further inform future planning.

Story-time and Reading for Pleasure –

We aim to provide many opportunities where all pupils can listen to stories/texts or read independently in a quiet and reflective environment.

We have a set of recommended reads for each Key Stage, which contains stories, poems and other texts. The texts are chosen based on their content and themes. We aim to include stories from different cultures, stories which discuss feelings, familiar situations, current issues or stories which are fun to read. Teachers select class readers, for pleasure, to excite and engage the children and to expose them to new and varied vocabulary. All books shared with the children are age appropriate and frequently updated as new texts are released. Class teachers know their children well and often choose texts of high quality that match their classes interests.

Home reading

While the children follow the Read Write Inc programme, they take home books from their colour group. Once the children have finished the programme, they move onto Accelerated Reader. The children complete Star Assessments which determines their reading ZPD. The children choose a book based in that level. They take a quiz of the book after they have finished.

Reading at home is encouraged. Star Assessments are shared with the parents. They have access to sign up to see the results of their children's quizzing and keep track of their reading targets. Weekly monitoring of reading diaries is carried out by teachers.

Curriculum Accessibility – Reading

All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are provided with subject knowledge organisers.
- are supported with their behaviour choices in a therapeutic environment, school use restorative practise so that pupils can reflect and be supported to meet the schools valued behaviour expectations.
- Experience effective questioning to deepen knowledge and understanding and provide challenge
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- targeted questioning to support pupils in answering questions both orally and in written work.
- one-to-one interaction and targeted intervention by the teacher or support staff.
- a specific seat in lessons to meet a sensory or a learning need.
- specific feedback.
- an effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support.
- key words and vocabulary identified and discussed.
- sentence starter/writing frames a scaffolded lesson structure, e.g. additional modelling, more paired/ discussion work or increased mini-plenaries.
- use of talking tins or access to talk to type technology.
- phonetic dictionaries.
- vocabulary sheets available with phonetic breakdowns and visual representations.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral, are effectively met.
- post teaching to address any misconceptions.

Specific Pupils Need:

- scribes to show their understanding.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their pastoral and learning needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- additional support in practical lessons.
- a personalised learning pathway.

The impact of our reading curriculum at Godmanchester Bridge Academy is that:

- Children will leave school confident readers.
- They will have developed their fluency to a level where they are able to read for meaning.
- Children will leave school having found a text or genre that interests them.
- Children will have strategies they can use to decode unfamiliar words and check what words mean.
- Children leave Year 6 with the skills and knowledge needed for secondary school and the wider world.
- Children will leave Year 6 with a positive attitude towards reading, this will help them with any aspects of learning they encounter in the future.
- We have an environment where children have a go and understand that it is ok to get things wrong. They will understand that we can learn from our mistakes.
- Their books will show that they are learning skills that are age-appropriate standard with opportunities to extend and challenge the greater depth children.
- Pupil voice shows the children are confident and are able to talk about what they have learnt. It will also show their enjoyment of English.



Subject Map

Reading

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Read Write Inc See How we teach Phonics					
1						
2	RWI Texts Blue group	RWI Texts Grey group	RWI Comprehension Programme	The Pirates Next Door (F) The Kindest Red (F) Funny Fish – Poems Aloud (P) The Chilly Chili (P)	The Way Home For The Wolf (F) The Squirrels Who Squabbled (F) Amelia Earhart (NF)	Dragon Poems – At the museum (P) The Most Important Animal of All (F/NF) Between Tick and Tock (F)
Substantive and disciplinary knowledge	<p>Word Reading Pupils will be taught to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. They will learn to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes and read accurately words of two or more syllables that contain the same graphemes as above. They will learn to read words containing common suffixes. The pupils will be taught to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word and to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. They will read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation and re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension Pupils will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, discussing the sequence of events in books and how items of information are related, becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. They will be introduced to non-fiction books that are structured in different ways and taught to recognise simple recurring literary language in stories and poetry. They will be discussing and clarifying the meanings of words, linking new meanings to known vocabulary and discussing their favourite words and phrases. They will continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>The pupils will be taught to understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. They will be taught to check that the text makes sense to them as they read and correcting inaccurate reading, make inferences on the basis of what is being said and done, answer and ask questions and predict what might happen on the basis of what has been read so far. They will further participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say and explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>					
Diversity	A range of texts containing different themes and representations will be used.	A range of texts containing different themes and representations will be used.	A range of texts containing different themes and representations will be used.			
3	Traction Man (F) After The Fall (F)	The Slithermonchochuck (P)	The Name In The Jar (F)	An Alien In A Jam Factory (F) Escape From Pompeii (F)	Planet Omar (F) The Boy Who Grew Dragons (F) Rosa Parks (NF)	Oliver Seawigs (F) The Matchbox Diary (F)

	The Rainforest Grew All Around (NF)	The Woolly Mammoth (NF) The Iron Man (F)	Little Leaders – Bold Women In Black History (NF) As I walked – Smile Out Loud – (P)	Instructions on Listening To Trees (P)	This Bear (P)	The Matchbox Diary (NF) Mistakes – Courage in a Poem (P)
Substantive and disciplinary knowledge	<p>Word Reading Pupils will be taught to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. They will read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension Pupils will be taught to develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and by reading books that are structured in different ways and reading for a range of purposes. They will be taught to use dictionaries to check the meaning of words that they have read. They will increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. They will be taught to identify themes and conventions in a wide range of books. Pupils will prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. They will discuss words and phrases that capture the reader’s interest and imagination, recognise some different forms of poetry [for example, free verse, narrative poetry]. They will be taught to understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. They will be asking questions to improve their understanding of a text, drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence and predicting what might happen from details stated and implied. Pupils will identify main ideas drawn from more than one paragraph and summarising these, identify how language, structure, and presentation contribute to meaning and retrieve and record information from non-fiction. They will participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
4	Leon and The Place Between (F) The Storm Dragon (P) Earth Shattering Events (NF) The Bird Crocodile (P)	Picture Perfect (F) The Same Inside (P) The Polar Express (F)	The Dragon’s Hoard (F) Vikings in 30 seconds (NF) Anisha Accidental Detective (F)	I talk like a river (F/NF) The River (P) River, Runs Free (P) Plastic Sucks (NF)	The Wild Robot (F) The Madhatters (P) Plastic Sucks (NF)	The Great Kapok Tree (F/NF) How To Train A Dragon (F) Fantastically Great Women in Science (NF)
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5	Rooftoppers (F) Cloud Soup (P) The Moon (NF)	The Boy At The Back Of The Class (F) Spaced Out Poems (P) Who Let The God’s Out (F)	Cogheart (F) 101 Poems for Children (P) Majestic Mountain (NF)	Street Child (F) Here We Are (NF)	The Nowhere Emporium (F) Stars With Flaming Tails (P) The One And Only Ivan (F)	The Girl Who Speaks Bear (F) Unfurling People – Courage in a Poem (P) Shackleton’s Journey (NF)

	<p>Word Reading Pupils will be taught to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension Pupils will be taught to maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, recommending books that they have read to their peers, giving reasons for their choices, identifying and discussing themes and conventions in and across a wide range of writing, making comparisons within and across books, learning a wider range of poetry by heart and preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Pupils will be taught to understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.</p>					
6	Brightstorm (F) The Missing (NF) Dark Sky, Park Sky (P)	Holes (F) Overheard In A Tower Block (P) Everest (NF)	The Boy In The Tower (F) Moon Juice (P) Mayan Civilisation (NF)	The 1,000 Year Old Boy (F) I Am Not A Label (NF)	Wonder (F) A Monster Calls (F)	The Girl Of Ink And Stars (F) I don't like Poetry (P) Survivors (NF)
	<p>Word Reading Pupils will be taught to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension Pupils will be taught to maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, recommending books that they have read to their peers, giving reasons for their choices, identifying and discussing themes and conventions in and across a wide range of writing, making comparisons within and across books, learning a wider range of poetry by heart and preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Pupils will be taught to understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.</p>					

Whole Class Read

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	The Colour Monster The colour monster goes to school My class is a family A handful of buttons	The Gruffalo What the Ladybird heard Tiddler The Ugly 5 Freddie the Fairy The Library Dog The Hospital Dog	Dear Dinosaur Harry and The Dinosaurs go to the Museum Non-Fiction Dinosaur books Vladmir the Volcano Look inside Space The Dinosaur that pooped a planet	Jack and the Jelly beanstalk (F) Four Seasons make a Year Jaspers Beanstalk I will Never Not Eat a Tomato Olivers Vegetables Errols Garden The Lorax The story of easter The Hungry Caterpillar	Goldilocks and the three bears Nursery Rhyme Week Little Red Riding Hood The three little pigs The Gingerbread Man Twisted Tales	Penguin on Vacation The Naughty Bus Tip Tip Dig Oi Get Off The Train

Diversity	Texts themed around starting school, feeling part of a community, the different cultures in a classroom and different family types. American and Spanish authors.	Stories based on folk lore, hearing impairment and mumbling speech. Texts by Julia Donaldson – British white female author.	Diverse Authors - Scottish author and an author from the United Arab Emirates.	Range of themes covered.	Traditional Tales	Variety of themes.
1	Billy and the Beast A little bit brave Leo and the Octopus My must-have Mum! Small's big dream The Rainbow Fish The Wall and the Wild	The Bear and the Piano The Rapping Princess Supertato Owl Babies My Monster and Me Room On The Broom Slow Samson	Sonya's chickens The Magical Do Nothing Day Pablo and The Noisy Party How Big is a Million? Pirate Mums Lubna and the Pebble	We all Celebrate! Julian is a Mermaid My Beautiful Voice Splash Bloom	Wanda's Words Got Stuck If all the world were... The Extraordinary Gardener The Hat Full Of Secrets Island Born	The Perfect Shelter An Engineer Like Me The New Small Person Our Tower Amara and the Bats Jambari Jumps
2	Lily and Myles The Torch Bear Shaped The Couch Potato The Lion Inside Marv And The Mega Robot	Storm in a jar The Seeds of Friendship Eyes That Kiss in The Corners Space Detectives	Leila in Saffron Sunflower Sisters Milo's Monster Tilly and The Time Machine	The Neighbourhood Su The gifts that grow Two Places to Call Home Einstein the Penguin	The river that flows beside me An Emotional Menagerie Dear Earth Toto the Ninja Cat	Book of very silly poems The Fixer of Broken Things Forever Star Max The Champion
3	Leonora Bolt Secret Inventor	The Christmasaurus	Boot: A Small Robot, Big Adventure	Me and Mister P	Pugs of The Frozen North	Sam Wu is not Afraid of the Dark
Diversity	Theme: STEM – female Scientist British Female author who writes STEM themed texts.	Themes: Physical Disability British male author.	Theme: Science Fiction and Adventure Irish male author.	Theme: Being brave and disability. Female author.	Theme: Adventure Male author.	Theme: BAME, fear and friendship American authors.
4	Wizards Of Once Book 1	The Dog That Saved Christmas	Max and The Millions	The Last Firefox	The Girl Who Stole An Elephant	Call me Lion
Diversity	Theme: Magic and friendship	Theme: ASD and personal and social skills	Theme: Hearing impairment	Theme: Different Types of Families – Adoption	Theme: BAME, Friendship and around the world.	Theme: BAME, Selective mutism and teaching empathy.
5	The Land Of Roar	Llama Out Loud	The Night Bus Hero	The Boy Who Saved A Bear	Malamander	The Fox Girl and The White Gazelle
Diversity	Theme: Siblings and Magic	Theme: Minority ethnic main characters.	Theme: Bullying	Theme: Minority ethnic main characters.	Theme: Adventure, mystery	Theme: Thought provoking
6	The Boy Who Made Everyone Laugh	Orphans of The Tide	The Bubble Boy	The Boy with the Butterfly Mind	When Life Gives You Mangoes	Can you see me?
Diversity	Theme: Learning and speech difficulties	Theme: Dystopian, Adventure	Theme: Illness, Inclusion, and friendship.	Theme: ADHD,	Theme: Bereavement, family and BAME.	Theme: ASD, Starting Secondary school and feelings.