Cedar Park School & Nursery

Be kind ★ Be inspired ★ Believe

Reading Curriculum Overview

Rationale	Our ambition is for all children to be good readers. Good readers will: • Read widely • Read at home and a school • Make connections between thing they read and the wider world • Read with fluency • Ask questions about what they read We have selected stimulating and challenging texts, from an array of authors. These narratives and poetry books are supplemented by non-fiction so that all KS2 children are exposed to a variety of genre and text type. We prioritise reading and firmly believe in the mantra of ***learn to read, read to learn***.
Approach	We employ a whole class reading approach in KS2. This has been implemented after research and trial. We firmly believe in this model as it allows the teacher to have a whole class input into the children's learning on a daily basis. It also allows the adults to model prosody and fluency, which are fundamental in both improving readers and motivating readers. Whole class reading is taught four times a week and fifth session is spent in the library, where children can select books for themselves. Within reading lessons, we have equal focus on fluency and language comprehension. Each day has a VIPERS skills, which allows to develop children's language comprehension. Each session also has differing 'reading structures', which enable our students to have fluency and prosody modelled to them; read independently and build engagement. **Our reading structures are:** • Paired reading- children reading sections of the text to each other • Teacher reading- the teacher reads and the class follow • Echo reading- the teacher will read the text, before going back and reading a section of it again. The child(ren) echo what has been read using the same flow and expression. • Call and response- the teacher reads several sections of the text, with children repeating after them each time, using the same style. • Choral reading- this could be a child, a group of children or the whole class reading with the teacher at the same time. It also works by putting the class into groups and asking them to read a section as one, emphasising pace, stress, intonation, volume and pauses. • Reader's theatre- This is often used for play scripts or for narrative where there is a lot of dialogue. Selected children read the lines said by a specific character. This strategy can be done in conjunction with any of the above.

Year Group	Autumn	Spring	Summer
Year 3	**Grimwood** Nadia Shireen	**The Nothing to See Here Hotel** Steven Butler	**Wildsmith** Liz Flanagan	**Mustard, Custard, Grumble Belly and Gravy** Micheal Rosen
	My Book of Rocks and Minerals Dr Devin Dennie	**Blue Planet II** Leisa Stewart-Sharpe	**Mummies Unwrapped** Victoria England
Year 4	**The Secret to Platform 13** Eva Ibbotson	**How to Train Your Dragon** Cressida Cowell	**Paws** Kate Foster	**I Don't Like Poetry** Joshua Seigal
	Countries: Cultures, People and Places	**So you think you've got it bad?: A kid's life in Ancient Rome** Chae Strathie	**Earth Shattering Events** Robin Jacobs

Year 5	**Who Let the Gods Out?** Maz Evans	**The Creakers** Tom Fletcher	**Windrush Child** Benjamin Zephaniah	**Moon Juice** Kate Wakeling
	Viking Voyagers Jack Tite	**Mountain**		**Migration** Millie Mensah
Year 6	**The Boy in the Tower** Polly Ho-Yen	**Hitler's Canary** Sandi Toksvig	**Pig Heart Boy** Malorie Blackman	**Rhythm and Poetry** Karl Nova
	Not For Parents South America: Everything You Ever Wanted to Know Lonely Planet Kids	**Climate Action** Georgina Stephens		**Human 2.0** Patrick Kane