

Overdale Community Primary School



Reading Strategy and Long-Term Plan

Overdale Community Primary School Reading Strategy and Long Term Plan

Our Reading Strategy is a trust-wide approach to develop reading comprehension skills. It takes place EVERY day for a minimum of 30 minutes, incorporating age-appropriate, challenging texts, which are rich in vocabulary. The core texts are detailed for each year group on this document.

Reading is a priority at Overdale School and we firmly believe in the 3 Ps of reading.

Practice

Reading is taught daily at Overdale Community Primary School. In Foundation Stage and Key Stage One this is delivered through a combination of guided reading sessions and whole class reading / Talk Through Stories/Poetry Basket. Guided reading sessions follow the format of 3 days of the Little Wandle structure of fluency, prosody and comprehension. Talk Through Stories or Whole class reading will take place on the two remaining days and consist of a mixture of poetry, non-fiction and fiction texts as selected by the class teacher to compliment the class Talk for Writing and build on the key skills in the reading national curriculum.

In Key Stage Two, daily whole class guided reading sessions are delivered using high quality texts as mapped out below. We place great importance on reading stamina and ensure that children have an opportunity to read for increasing amounts of time. This will increase as children progress through the curriculum but children will be given the opportunity to read, or listen to, depending on learning needs, a text for a sustained period of time.

Purpose

Children are given the opportunity to put their reading skills into action through wider curriculum lessons such as research opportunities in history, Geography and Science. Children are encouraged to use the skills they have been taught in guided reading to both retrieve and infer information from a text as well as compare a range of sources and their interpretation of events.

Pleasure

There are many opportunities to develop reading for pleasure and a love of books at Overdale. Each classroom has a designated reading area with high quality texts which the children can select to read as well as the newly developed library. Teachers promote their recommended reads through their use of their 'doorway to reading' and promotion of these texts through whole school assemblies. Regular competitions to promote reading in school run throughout the year and we also ask children their views and opinions on texts within school and their classrooms. Overdale also implements a 'Reading Buddies' system in school to allow children to share texts and stories with their peers in different years groups.

There is a clear focus on core comprehension skills which are age appropriate. The strategy aims to develop 'depth' in pupil's responses to their reading. The use of a clear structure supports staff and develops confidence in their delivery of reading. All pupils are exposed to high quality texts and discussions, despite potential barriers to their word reading and comprehension. We also promote a love of reading through a daily reading for enjoyment session at the end of every school day. Here, children will listen to their class teacher

The core principles of the Reading Strategy are as follows:

- A 30-40 minute whole class text reading session (Additional reading time to be organised by the class teacher)
- This is a non-negotiable session which must not be missed.
- Texts will last for one full term, or half a term in FS and Key Stage One with shorter texts.
- The text used in the reading session is linked to the Talk for Writing text and/ or will allow our children to read about different cultures or read books from authors of different ethnicities and religious backgrounds.
- Teachers will identify children who are not yet on track to meet ARE for their year group and will plan sessions IN ADDITION to develop their decoding and fluency or the children will access Little Wandle Rapid catch up interventions.
- All year groups from Y1 summer term upwards will record reading in their individual literacy books. There should be at least 2 pieces of written response per week. These may be independent, guided, formal or informal responses to reading. These books should reflect the pride and importance of reading.
- The Long Term Plan ensures that the reading sessions are supplemented with non-fiction and poetry to ensure that a broad range of literature is experienced.

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Rationale for the implementation of the Reading Strategy

The Strategy has been developed in order to support and develop teaching and learning in reading. The Strategy aims to:

- Ensure that ALL children are exposed to high quality, challenging texts.
- Develop teacher confidence by allowing them to get to 'know a book' and 'well'.
- Ensure that all staff, at all levels, have a sound overview of each child's basic reading diet across their school.
- Create greater opportunities for raising staff awareness of reading expectations in each year group.
- Draw upon expertise of teachers to support colleagues.
- Strengthen the quality and quantity of CPD opportunities offered to staff.

Impact

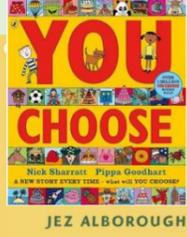
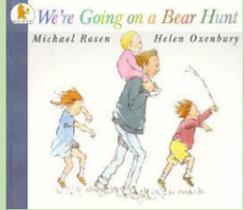
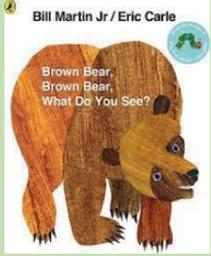
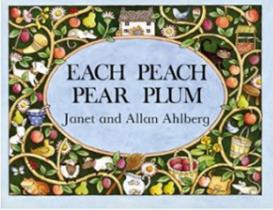
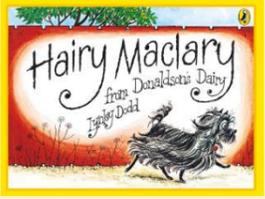
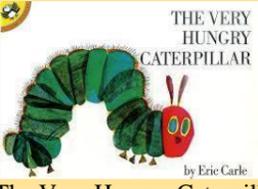
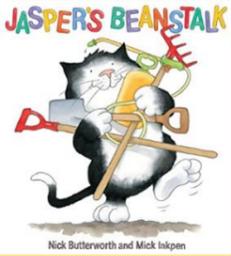
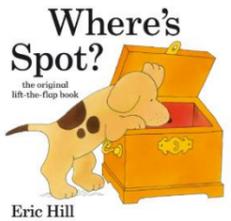
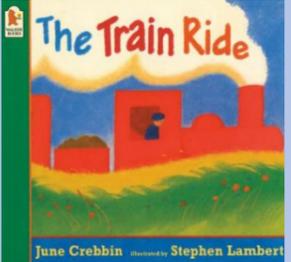
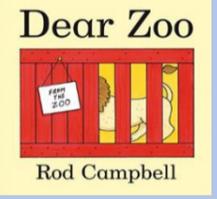
- Increase in outcomes
- Improvement in confidence in reading and comprehension skills
- All pupils are exposed to and begin to utilise a wider vocabulary.
- Evidence of high quality written responses.
- CPD will increase staff confidence in the teaching of reading.
- Networking of teachers to provide high quality lessons and resources.
- More effective use of NC objectives to raise staff awareness of reading expectations in each year group.
- Support for reading provides scaffolding for LA pupils and enables HA pupils to develop mastery.
- Ensures that all staff have a sound overview of each child's basic reading diet across their school.

Next Steps

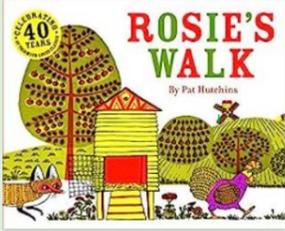
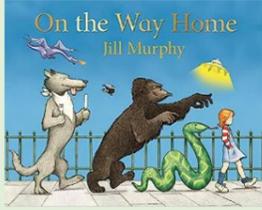
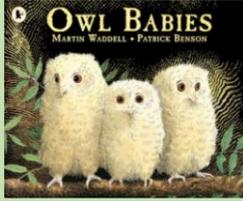
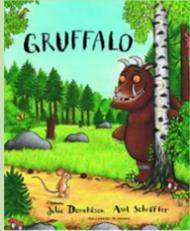
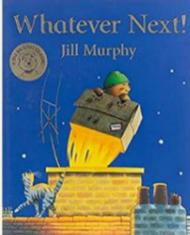
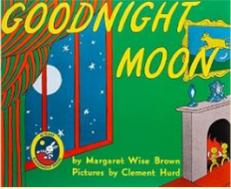
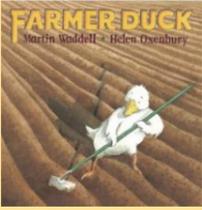
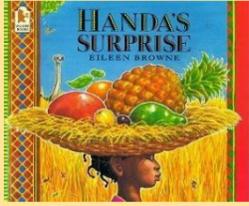
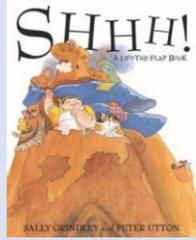
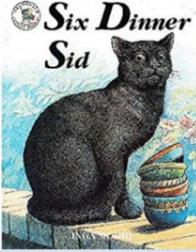
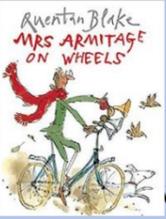
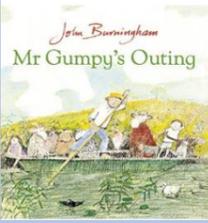
Develop pupil's access to non-fiction and poetry text in order to improve their understanding of the many different genres of text.
CPD to be delivered to ensure that the implementation of reading alongside the expectations for reading books is consistent and of high quality.

Overdale Community Primary School
Reading Strategy and Long Term Plan

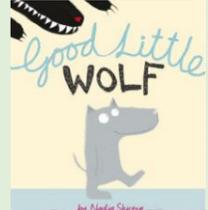
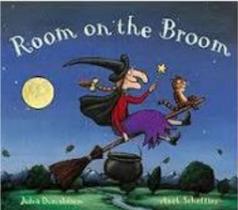
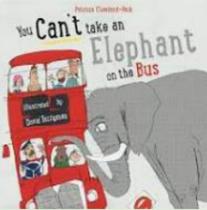
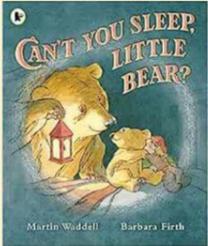
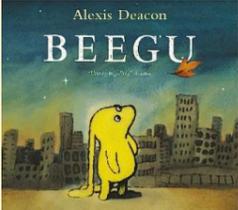
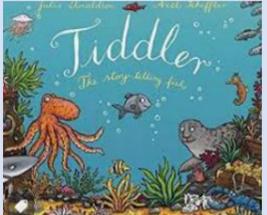
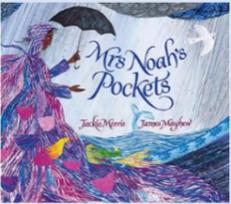
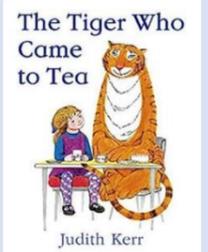
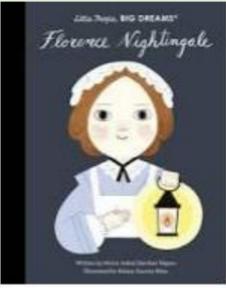
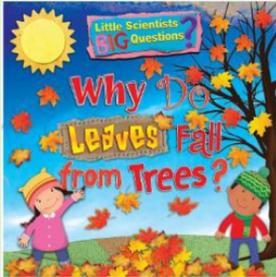
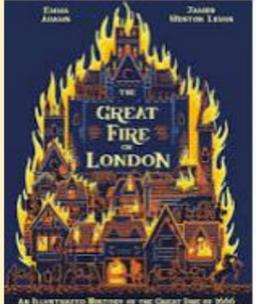
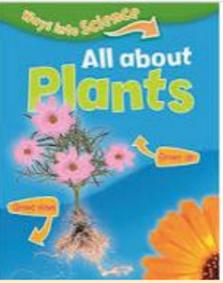
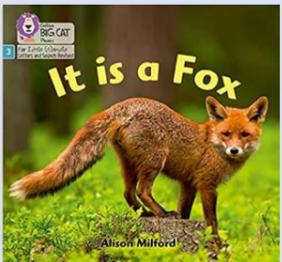
Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Cycle A	 Choos e Hug	 We're going on a bear hunt  Bown Bear	 Each Peach Pear Plum  Hairy Maclary	 The Very Hungry Caterpillar  Mrs Bluebird- Poetry basket	 Where's Spot  Rumble in the jungle- Giles Andreae	 The Train Ride  Shuffle and squelch- Julia Donaldson
	Poetry Chop Chop- Poetry basket Dance- Poetry basket All join in- Michael Rosen	Poetry Breezy Weather- Poetry basket	Poetry I can build a snowman- Poetry basket	Poetry Mrs Bluebird- Poetry basket	Poetry basket Rumble in the jungle- Giles Andreae	Poetry basket Shuffle and squelch- Julia Donaldson

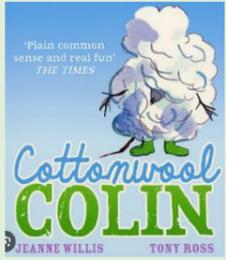
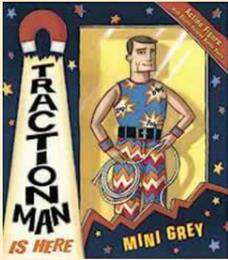
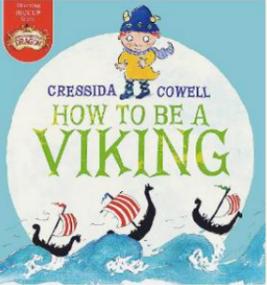
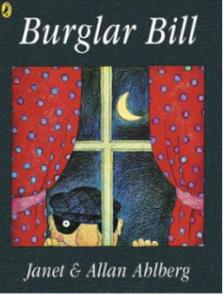
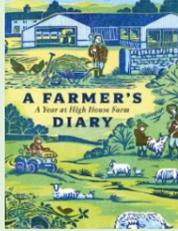
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 Reading Strategy and Long Term Plan
Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec Cycle A	 Rosie's Walk  On the Way Home	 Owl Babies  The Gruffalo	 Whatever Next  Goodnight Moon	 Farmer Duck  Handa's Surprise	 Shhh!  Six Dinner Sid	 Mrs Armitage on wheels  Mr Gumpy's Outing
	Poetry Wise Old Owl- Poetry basket Sliced bread- Poetry basket Falling Apples- Poetry basket	Poetry Pointy hat- Poetry basket	Poetry Here it comes- Matt Goodfellow Music- Michael Rosen	Poetry Hungry birdies- Poetry basket Spots and stripes- Jane Newberry	Poetry A Little Shell- Poetry basket The Caterpillar- Christina Rossetti	Poetry A Rainbow of feelings- Joseph Coelho Skim- Matt Goodfellow

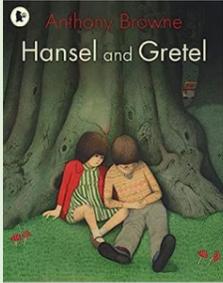
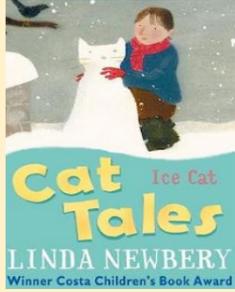
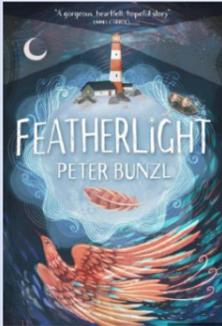
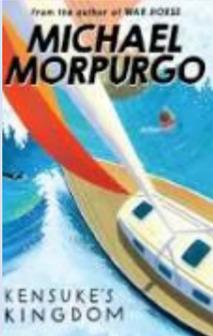
Overdale Community Primary School
 Reading Strategy and Long Term Plan
 Key Stage 1

	Autumn 1		Spring 1		Summer 1	
1	<p><u>Fiction</u></p>  <p>Good Little Wolf</p>  <p>Room on the Broom</p>	<p><u>Fiction</u></p>  <p>Stickman</p> <p>You Can't take an elephant on the Bus</p> 	<p><u>Fiction</u></p>  <p>Can't You Sleep Little Bear</p>  <p>I Want My Hat Back</p>	<p><u>Fiction</u></p>  <p>Beegu</p>  <p>Ruby's Worry</p>	<p><u>Fiction</u></p>  <p>Tiddler</p>  <p>Mrs Noah's Pockets</p>	<p><u>Fiction</u></p>  <p>The Tiger Who Came to Tea</p>  <p>The Rainbow Fish</p>
	<p><u>Non-fiction</u></p>  <p>Florence Nightingale</p>	<p><u>Non-Fiction</u></p>  <p>Why Do Leaves Fall from Trees?</p>	<p><u>Non-fiction</u></p>  <p>The Great Fire of London</p>	<p><u>Non-Fiction</u></p>  <p>All about Plants</p>	<p><u>Non-fiction</u></p>  <p>It is a Fox</p>	<p><u>Non-Fiction</u></p>  <p>Little Kids First Big Book of Animals</p>
	<p>Poetry Basket</p> <p>A basket of Apples</p> <p>Cup of Tea</p> <p>Five Little Pumpkins</p>	<p>Poetry Basket</p> <p>Shoes</p> <p>Five Little Owls</p> <p>Let's Put On Our Mittens</p>	<p>Poetry Basket</p> <p>Pancakes</p> <p>Spring is Coming</p> <p>A Little Seed</p>	<p>Poetry Basket</p> <p>Popcorn</p> <p>Stepping Stone</p> <p>I Have a Little Frog</p>	<p>Poetry Basket</p> <p>The Fox</p> <p>Five little Peas</p> <p>Pitter Patter</p>	<p>Poetry Basket</p> <p>Thundestorm</p> <p>Under a Stone</p> <p>Furry Furry Squirrel</p>

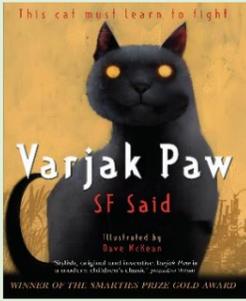
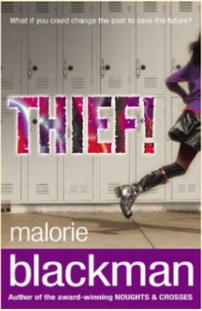
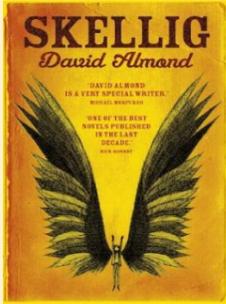
Overdale Community Primary School
Reading Strategy and Long Term Plan

	<p><u>Fiction</u></p>  <p>Cottonwool Colin</p>	<p><u>Fiction</u></p>  <p>Meerkat Mail</p>	<p><u>Fiction</u></p>  <p>Traction Man</p>	<p><u>Fiction</u></p>  <p>How to be a Viking</p>	<p><u>Fiction</u></p>  <p>Fantastic Fox</p>	<p><u>Fiction</u></p>  <p>Burglar Bill</p>
2	<p><u>Non Fiction</u></p>  <p>Persuasive leaflets – Pirate Adventure Park</p>	<p><u>Non Fiction</u></p>  <p>Diaries - The Farmer's Diary</p>	<p><u>Non Fiction</u></p>  <p>Instructions – How to trap a wolf</p>	<p><u>Non Fiction</u></p>  <p>Discussion – Should Jack be punished?</p>	<p><u>Non Fiction</u></p>  <p>Information – Taking Flight: How the Wright Brothers Conquered the Skies</p>	<p><u>Non Fiction</u></p>  <p>Explanation – See Inside How Things Work</p>
	<p><u>Poetry</u></p> <p>Leaves are falling – Poetry Basket</p> <p>Who has seen the wind? By Christina Rossetti</p> <p>Mice by Rose Fyleman</p>	<p><u>Poetry</u></p> <p>Winter trees by George Szirtes</p> <p>Carrot nose – Poetry Basket</p> <p>Frost by Valerie Bloom</p>	<p><u>Poetry</u></p> <p>Spring wind – Poetry Basket</p> <p>Moon rocket by Jane Newberry</p> <p>The moon speaks! By James Carter</p>	<p><u>Poetry</u></p> <p>A little house – Poetry Basket</p> <p>Growing by Tony Mitton</p> <p>The yaffling tree by Phil Bowen</p>	<p><u>Poetry</u></p> <p>If I were so very small – Poetry Basket</p> <p>Plane spotting by Jane Newberry</p> <p>Air by Michael Rosen</p>	<p><u>Poetry</u></p> <p>My shell by Matt Goodfellow</p> <p>Monkey Babies by Irene Rawnsley and John Foster</p> <p>The seagulls by Michael Rosen</p>

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Reading Strategy and Long Term Plan
Lower Key Stage 2

	Autumn		Spring		Summer	
3	 <p style="text-align: center;">Narrative: Hansel and Gretel – Anthony Browne</p> <p>T4W texts: Red Riding Hood and The Cobbler of Krakow and Smok the Dragon</p> <p>Purpose: warning tale and defeat the monster tales. Focus on setting and character.</p>		 <p style="text-align: center;">Narrative: Cat Tales – Linda Newbery</p> <p>T4W texts: Nail Soup and The Magic Paintbrush</p> <p>Purpose: varying sentences, opening and endings</p>		 <p style="text-align: center;">Narrative –Suspense and Hope</p> <p>Featherlight – Peter Bunzl</p> <p>T4W texts - The King of the Fishes and The Manor House</p> <p>Purpose – Sea based story, description, hope and suspense tale.</p>	
	<p style="text-align: center;"><i>Non -fiction</i></p> <p style="text-align: center;"><i>Escape from Pompeii –Christian Ballit. Historical fiction</i></p>	<p style="text-align: center;">Poetry</p> <p style="text-align: center;">I am a Roman Soldier - Josiah Wedgewood</p>	<p style="text-align: center;">Non -fiction Information</p> <p style="text-align: center;">Christopher Columbus – Minna Lacey</p>	<p style="text-align: center;">Poetry</p> <p style="text-align: center;">I want to be an explorer – Brenda Williams</p>	<p style="text-align: center;">Non -fiction</p> <p style="text-align: center;">The Farm that feeds us – Nancy Castaldo</p>	<p style="text-align: center;">Poetry</p> <p style="text-align: center;">Over my toes – Michael Rosen Lord Neptune – Judith Nicholls The Seagulls – Michael Rosen</p>
4	 <p style="text-align: center;">Narrative –Rags to Riches</p> <p style="text-align: center;">The Children of Swallow Fell – Julia Green</p> <p>T4W texts – Cinderella and Adventures at Sandy Cove</p> <p>Purpose – Life change, emotion.</p>		 <p style="text-align: center;">Narrative –Cultural/ Beast tale</p> <p style="text-align: center;">The Boy Who Met a Whale - Nizrana Farook</p> <p>T4W Texts - Staying out, Zelda Claw</p> <p>Purpose – Meeting the beast, cultural/ respect, vocab</p>		 <p style="text-align: center;">Narrative – Portal Story</p> <p style="text-align: center;">Kensukes Kingdom – Michael Morpurgo</p> <p>T4W Texts – Elf Road, Reilly</p> <p>Purpose – Cultural, portal story, setting description.</p>	
	<p style="text-align: center;">Non -fiction</p> <p style="text-align: center;">If I Were a Kid in Ancient Egypt: Children of the Ancient world by Cobblestone Publishing</p>	<p style="text-align: center;">Poetry</p>	<p style="text-align: center;">Non -fiction</p> <p style="text-align: center;">The Great Barrier Reef Helen Scales & Lisk Feng Non-fiction</p>	<p style="text-align: center;">Poetry</p> <p style="text-align: center;">Dark by Coral Rumble.</p>	<p style="text-align: center;">Non -fiction</p> <p style="text-align: center;">Earth is Big Steve Tomecek & Marcos Farina Non-fiction</p>	<p style="text-align: center;">Poetry</p> <p style="text-align: center;">What the Divers Found – from the book Deep in the Green Wood poetry book.</p>

Overdale Community Primary School
Reading Strategy and Long Term Plan
Upper Key Stage 2

	Autumn		Spring		Summer	
5	<p style="text-align: center;">Narrative –Core Text</p>  <p style="text-align: center;">Varjak Paw – SF Said</p> <p style="text-align: center;">Talk for writing – The Canal/ Beowulf</p> <p style="text-align: center;">Purpose – Suspense language, vocabulary.</p>		<p style="text-align: center;">Narrative –Core Text</p>  <p style="text-align: center;">Thief – Malorie Blackman</p> <p style="text-align: center;">Talk for Writing Texts – The Game, The Nightmare Man</p> <p style="text-align: center;">Purpose – Consequence, moral dilemma.</p>		<p style="text-align: center;">Narrative –Portal story</p>  <p style="text-align: center;">Tom's Midnight Garden – Philippa Pearce</p> <p style="text-align: center;">Talk for Writing Text – The Time Slip Scarab, Aliens</p> <p style="text-align: center;">Purpose – Portal story.</p>	
	<p style="text-align: center;">Non -fiction</p> <p>Information texts about the creatures Michael sees in the text.</p>	<p style="text-align: center;">Poetry</p> <p>The Inchcape Rock- Robert Southey</p>	<p style="text-align: center;">Non -fiction</p> <p>Shackleton's Journey – William Grill (Recount of Shackleton's expedition)</p>	<p style="text-align: center;">Poetry</p> <p>Please do not feed the animals – Robert Hull</p>	<p style="text-align: center;">Non-fiction</p> <p>The World of the Unknown – Ted Wilding-White</p> <p style="text-align: center;">Recounts from Evacuees'</p>	<p style="text-align: center;">Poetry</p> <p>Scarabeus Semipunctatus Sapiens – John Hawkhead</p>
6	<p style="text-align: center;">Narrative –Suspense/ description text</p>  <p style="text-align: center;">Orphans of the Tide – Struan Murray</p> <p style="text-align: center;">Talk for Writing – The Caravan and President's Daughter.</p> <p style="text-align: center;">Purpose – Suspense, vocabulary, character emotion, description.</p>		<p style="text-align: center;">Narrative –Tale of mythical creatures</p>  <p style="text-align: center;">Skellig – David Almond</p> <p style="text-align: center;">Talk for writing – The Old Mill, Gas Mask</p> <p style="text-align: center;">Purpose – Fictional creatures, description, discoveries.</p>		<p style="text-align: center;">Narrative – Respect text/ Diversity</p>  <p style="text-align: center;">When Secrets Set Sail – Sita Brahmachari</p> <p style="text-align: center;">Talk for writing – Fowler's Yard. SATs</p> <p style="text-align: center;">Purpose – To build cultural understanding.</p>	
	<p style="text-align: center;">Non -fiction</p> <p>Newspaper articles</p> <p><i>Kidnap reports</i></p>	<p style="text-align: center;">Poetry</p>	<p style="text-align: center;">Non -fiction</p> <p>Information books linked to science - evolution and inheritance</p>	<p style="text-align: center;">Poetry</p> <p>William Blake – The Angel</p> <p>Poems from the first world war – Gaby Morgan</p>	<p style="text-align: center;">Non -fiction</p> <p>Diary recounts - A Refugees Journey</p>	<p style="text-align: center;">Poetry</p>