



Kingskerswell Church of England Primary School

Intent, Implementation and Impact: English - Reading

Reading Progression Curriculum Plan

INTENT STATEMENT

A reader from Kingskerswell Church of England Primary School will:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;*
- use reading skills as an integral part of learning throughout the curriculum;*
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding*
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies*

In KS1

- we believe that learning in phonics should be the gateway to children becoming successful readers and writers. It is our aim that our children should feel confident when applying phonic skills in learning across the curriculum. These skills will be taught in a systematic and motivating way which engages all learners with the aim of promoting a life-long love of reading.*



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IMPLEMENTATION STATEMENT

A reader from Kingskerswell Church of England Primary School will develop positive attitudes towards reading through their experience of:

- *being read aloud to*
- *following the Read Write Inc. Phonics Programme from the Autumn Term in Reception (See Appendix 1. Progression in learning phonics.)*
- *independent reading*
- *guided reading/reading instruction*
- *shared reading as part of a teaching sequence*
- *texts to support reading across the curriculum*

The table annexed below details the progression of each of these strands.



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IMPACT STATEMENT

At Kingskerswell Church of England Primary School the intended impact of our reading curriculum is to:

- *create lifelong learners who continue to read for pleasure and purpose.*
- *ensure the % of Y1 pupils who pass their phonic screening test is in line with or above national averages*
- *ensure the % of Y2 pupils who are working at ARE in reading is in line with or above national averages*
- *ensure the % of Y2 pupils who are working at greater depth in reading is in line with or above national averages*
- *ensure the % of Y6 pupils who are working at ARE in reading is in line with or above national averages*
- *ensure the % of Y6 pupils who are working at greater depth in reading is in line with or above national averages*
- *continue to close the gaps in the progress of different groups of pupils in all year groups*
- *prepare pupils to be secondary school ready in their approach to personal reading habits and abilities as they leave our primary school.*

In our best endeavours to achieve this impact we will monitor these reading activities by:

- *conferencing children about their experience of books read to them and shared with them*
- *regularly assessing and tracking children's progress through each stage of the RWI phonics programme to ensure that they progress as quickly as possible and that the provision in place best matches the ongoing needs of each individual. (This may include frequent 1:1 sessions in addition to the daily groups.)*
- *tracking individual quiz habits on Accelerated Reader as well as monitoring longer term progress through half-termly Accelerated Reader STAR reader tests and arranging participation in interventions such as Fresh Start or additional reading sessions as appropriate*
- *addressing the engagement of parents in supporting their child's home reading habits*
- *observing, coaching, training and mentoring the teaching of reading throughout the school, including active participation in RWI Development Days.*



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Reading for pleasure					
Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities To build preferences in reading and to choose to read To recognise authors and styles of reading that individuals enjoy Engaging in book discussion in a range of contexts, alongside both adults and peers Sharing and recommending a range of books				
Implementation	All reading contexts below contribute to developing reading for pleasure				
Curriculum Provision:					
	FS	Y1	Y2	Y3/4	Y5/6
Reading aloud to children					
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading	Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts	Introducing children to a wider range of authors and contexts e.g. historical and cultural	Exposing children to challenging and archaic texts, e.g., language, themes,	



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		Making connections within a book																																																		
Implementation	Daily exposure to quality books for a minimum of ten minutes – every teacher as a daily time to read to their class. Development of reading spines for breadth and progression. Teacher choice of favourite books to share.																																																			
Core texts (Texts for reading aloud to each class.) <table><tr><td>RWI Book List</td></tr><tr><td>Genre Key</td></tr><tr><td>Bible Stories and Religious stories</td></tr><tr><td>Fairy and Traditional Tales</td></tr><tr><td>Nursery Rhyme</td></tr><tr><td>Classical Tales</td></tr><tr><td>Classic Literature</td></tr></table>	RWI Book List	Genre Key	Bible Stories and Religious stories	Fairy and Traditional Tales	Nursery Rhyme	Classical Tales	Classic Literature	PIE CORBETT Reading Spine Foundation <table><tr><td>Owl Babies <i>Martin Waddell (Walker Books)</i></td><td>The Gruffalo <i>Julia Donladson (Macmillan)</i></td><td>Handa’s Surprise <i>Eileen Browne (Walker Books)</i></td></tr><tr><td>Mr Gumpy’s Outing <i>John Burningham (Bloomsbury)</i></td><td>Rosie’s Walk <i>Pat Hutchins (Random House)</i></td><td>Six Dinner Sid <i>Inga Moore (Hodder)</i></td></tr><tr><td>Mrs Armitage <i>Quentin Blake (Random House)</i></td><td>Whatever Next <i>Jill Murphy (Macmillan)</i></td><td>On the Way Home <i>Jill Murphy (Macmillan)</i></td></tr><tr><td>Farmer Duck <i>Martin Waddell (Walker Books)</i></td><td>Goodnight Moon <i>Margaret Wise Brown (HarperCollins)</i></td><td>Shhh! <i>Sally Grindley (Bloomsbury)</i></td></tr></table> RWI Book List Foundation <table><tr><td>Calm Buddha at Bedtime</td><td>The Lion Storyteller Bible<ul style="list-style-type: none">Noah’s Ark</td><td>Noah’s Ark Lucy Cousins</td></tr></table>	Owl Babies <i>Martin Waddell (Walker Books)</i>	The Gruffalo <i>Julia Donladson (Macmillan)</i>	Handa’s Surprise <i>Eileen Browne (Walker Books)</i>	Mr Gumpy’s Outing <i>John Burningham (Bloomsbury)</i>	Rosie’s Walk <i>Pat Hutchins (Random House)</i>	Six Dinner Sid <i>Inga Moore (Hodder)</i>	Mrs Armitage <i>Quentin Blake (Random House)</i>	Whatever Next <i>Jill Murphy (Macmillan)</i>	On the Way Home <i>Jill Murphy (Macmillan)</i>	Farmer Duck <i>Martin Waddell (Walker Books)</i>	Goodnight Moon <i>Margaret Wise Brown (HarperCollins)</i>	Shhh! <i>Sally Grindley (Bloomsbury)</i>	Calm Buddha at Bedtime	The Lion Storyteller Bible <ul style="list-style-type: none">Noah’s Ark	Noah’s Ark Lucy Cousins	PIE CORBETT Reading Spine Y2 <table><tr><td>Traction Man is Here <i>Mini Grey (Random House)</i></td><td>Meerkat Mail <i>Emily Gravett (Macmillan)</i></td></tr><tr><td>Pumpkin Soup <i>Helen Cooper (Corgi)</i></td><td>Tuesday <i>David Wiesner (Andersen Press)</i></td></tr><tr><td>Dr Xargle’s Book of Earthlets <i>Tony Ross (Andersen Press)</i></td><td>Who’s Afraid of the Big Bad Book? <i>Lauren Child (Orchard Books)</i></td></tr><tr><td>The Hodgeheg <i>Dick King-Smith (Puffin)</i></td><td>Frog and Toad Together <i>Arnold Lobel (HarperCollins)</i></td></tr><tr><td>Gorilla <i>Anthony Browne (Walker Books)</i></td><td>Fantastic Mr Fox <i>Roald Dahl (Penguin)</i></td></tr></table>	Traction Man is Here <i>Mini Grey (Random House)</i>	Meerkat Mail <i>Emily Gravett (Macmillan)</i>	Pumpkin Soup <i>Helen Cooper (Corgi)</i>	Tuesday <i>David Wiesner (Andersen Press)</i>	Dr Xargle’s Book of Earthlets <i>Tony Ross (Andersen Press)</i>	Who’s Afraid of the Big Bad Book? <i>Lauren Child (Orchard Books)</i>	The Hodgeheg <i>Dick King-Smith (Puffin)</i>	Frog and Toad Together <i>Arnold Lobel (HarperCollins)</i>	Gorilla <i>Anthony Browne (Walker Books)</i>	Fantastic Mr Fox <i>Roald Dahl (Penguin)</i>	PIE CORBETT Reading Spine Y3 <table><tr><td>The Iron Man <i>Ted Hughes (Faber)</i></td><td>Cat Tales: Ice Cat <i>Linda Newberry (Usborne)</i></td></tr><tr><td>The Sheep-pig <i>Dick King-Smith (Puffin)</i></td><td>The Abominable s <i>Dick King-Smith (Puffin)</i></td></tr><tr><td colspan="2">The Lion, the Witch and the Wardrobe <i>CS Lewis (HarperCollins)</i></td></tr><tr><td>Hansel and Gretel <i>Anthony Browne (Walker Books)</i></td><td>The Battle of Bubble and Squeak <i>Philippa Pearce (Penguin)</i></td></tr></table> RWI Book List Y3	The Iron Man <i>Ted Hughes (Faber)</i>	Cat Tales: Ice Cat <i>Linda Newberry (Usborne)</i>	The Sheep-pig <i>Dick King-Smith (Puffin)</i>	The Abominable s <i>Dick King-Smith (Puffin)</i>	The Lion, the Witch and the Wardrobe <i>CS Lewis (HarperCollins)</i>		Hansel and Gretel <i>Anthony Browne (Walker Books)</i>	The Battle of Bubble and Squeak <i>Philippa Pearce (Penguin)</i>	PIE CORBETT Reading Spine Y5 <table><tr><td>FARThER <i>Grahame Baker-Smith (Templar)</i></td><td>Varjak Paw <i>SF Said (Random House)</i></td></tr><tr><td>Wolf Brother <i>Michelle Paver (Orion)</i></td><td>Street Child <i>Berlie Doherty (HarperCollins)</i></td></tr><tr><td>The Midnight Fox <i>Betsy Byars (Faber)</i></td><td>Tom’s Midnight Garden <i>Philippa Pearce (Oxford University Press)</i></td></tr><tr><td colspan="2">The Wolves of Willoughby Chase <i>Joan Aiken (Red Fox)</i></td></tr></table> RWI Book List	FARThER <i>Grahame Baker-Smith (Templar)</i>	Varjak Paw <i>SF Said (Random House)</i>	Wolf Brother <i>Michelle Paver (Orion)</i>	Street Child <i>Berlie Doherty (HarperCollins)</i>	The Midnight Fox <i>Betsy Byars (Faber)</i>	Tom’s Midnight Garden <i>Philippa Pearce (Oxford University Press)</i>	The Wolves of Willoughby Chase <i>Joan Aiken (Red Fox)</i>	
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Core texts (continued...)

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Bible Stories and Religious stories
Fairy and Traditional Tales
Nursery Rhyme
Classical Tales
Classic Literature

	<ul style="list-style-type: none"> The Christmas Story The Easter Story 	
Cinderella (Three-Dimensional Fairy Tale Theatre)	Gingerbread Man and other Stories for 4 to 7 Year Olds	The Tiger Child: A Folk Tale from India
Chicken Licken	Goldilocks and The Three Bears	Three Billy Goats Gruff
Three Little Pigs: Ladybird First Favourite Tales		Twelve Days of Christmas
*Tom Thumb: Grimms Tale by Eric Carle		
*Jack and the Beanstalk by Ian Beck		
*The Elves and the Shoemaker: Ladybird Favourite Tales		
*Ugly Duckling: An Eggs-Traordinary Egg from Hans Christian Anderson Fairy Tales		
*Anansi the Spider by Gerald McDermott		
*Clever Anansi and the Boastful Bullfrog by H Patten		
*Henny Penny by Vivian French and Sophie Windham		
*Very Simple Aesop's Tales and Magic Beans – A handful of Fairytales from the Storybag – (Y1 have copy) <ul style="list-style-type: none"> The Hare and the Tortoise The Mouse and the Lion The Thirsty Crow 		
*Big Book of Nursery Rhymes by		Oranges and lemons Little Miss Muffet

Amazing Grace <i>Mary Hoffman (Frances Lincoln)</i>	The Giraffe, the Pelly and Me <i>Roald Dahl (Puffin)</i>
The Flower <i>John Light (Child's Play)</i>	Not Now Bernard <i>David McKee (Andersen Press)</i>
Emily Brown and The Thing <i>Cressida Cowell (Orchard Books)</i>	Willa and old Miss Annie <i>Berlie Doherty (Catnip)</i>
Flat Stanley <i>Jeff Brown (HarperCollins)</i>	The Owl Who Was Afraid of the Dark <i>Jill Tomlinson (Puffin)</i>

RWI Book List

Y2

Anancy and Mr Dry-Bone	Cinderella
The Twelve Dancing Princesses	Snow White
*Sleeping Beauty By Mahlon F Craft and Kinuko Y.Craft	The Goose Girl – Magic Beans A handful of Fairy tales from the

Baba Yaga & the Stolen Baby	*Tiger Soup: An Anansi Story from Jamaca by Francis Temple
*Baba Yaga and Vasilisa the Brave	The Bremen Town Musicians
The Little Match Girl	*The Little Mermaid Hans Christian Andersen
*Puss in Boots Hans Christian Andersen	*Rumplestiltskin Magic Beans: A handful of Fairy Tales from the Storybag
Orchard Book of Greek Myths (Pandora)	King Midas and the Golden Touch
Romulus and Remus	Tortoise vs Hare: The Rematch
The Sorcerer's Apprentice	Canterbury Tales POS

Y5

*The Emperor's New Clothes Hans Christian Andersen Fairy Tales	
*Ali Baba and the Forty Thieves –The Thousand Nights and one Night Retold by David Walser	Just So Stories (incls -The Butterfly that Stamped)
The Adventures of Robin Hood	Outlaw! The Story of Robin Hood
*Blue Beard The Brothers Grimm	The Highwayman
Oliver Twist (& Other Great Dickens stories)	Arthur: The Seeing Stone
The Happy Prince Oscar Wilde Stories for Children	
*The	*Once Upon



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Core texts (continued...)

RWI Book List Genre Key
Bible Stories and Religious stories
Fairy and Traditional Tales
Nursery Rhyme
Classical Tales
Classic Literature

Lucy Cousins Old Mother Hubbard Baby Bunting Bo Peep Jack and Jill Crooked man Hickory dickory dock Itsy bitsy spider Baa baa black sheep Mary had a little lamb One, two, buckle my shoe Three little kittens Here we go round the mulberry bush	London Bridge is falling down Mary had a little lamb Pop goes the weasel Ring a ring o'roses Row row row your boat Star light star bright The grand old Duke of York Wind the bobbin up As I was going to St Ives I'm a little teapot The farmer's in his den
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PIE CORBETT Reading Spine Y1

Can't You Sleep Little Bear? <i>Martin Waddell (Walker Books)</i>	Where the Wild Things Are <i>Maurice Sendak (HarperCollins)</i>	The Elephant and the Bad Baby <i>Elfrida Vipont and Raymond Briggs (Puffin)</i>
Peace at Last <i>Jill Murphy (Macmillan)</i>	Avocado Baby <i>John Burningham (Bloomsbury)</i>	Lost and Found <i>Oliver Jeffers (HarperCollins)</i>
The Tiger Who Came to Tea <i>Judith Kerr (HarperCollins)</i>	Cops and Robbers <i>Alan and Janet Ahlberg (Puffin)</i>	Beegu <i>Alexis Deacon (Random House)</i>
Knuffle Bunny	Dogger	Elmer

*The Three Wishes by Charles Perrault or the Brothers Grimm	Story bag *Jack and the Beanstalk by Josephine Poole and Paul Hess
*The Tin Soldier Hans Christian Anderson's Fairy Tales	*The Princess and the Pea – A Very Princessy Princess Hans Christian Anderson's Fairy Tales
*The Crane Wife by Gennady Spirin and Odds Bodkin	*The Ugly Duckling Hans Christian Andersen's Fairy Tales
Orchard Book of Aesop's Fables <ul style="list-style-type: none"> The Wolf and the Shepherd's Son The Peacock and the Crane The Miller, his Son and the Donkey The Travellers and the Bear The Dog in the Manger 	
Rama & Sita	Ramadan

retold by Ingra Moore	
*Alice in Wonderland or Alice Through the Looking Glass Lewis Carroll	
The Lion Storyteller Bible <ul style="list-style-type: none"> Daniel in the Lions Den Moses in the Basket Joseph 	
*An Islamic Story: The Flight from Makkah by Anita Ganeri and Serena Curmi	
*Buddhist Tales By Alexandra Kohn and Sherab Chodzin	*The Story of Diwali By Jatinder Verma

PIE CORBETT Reading Spine Y4

Bill's New Frock <i>Anne Fine (Egmont)</i>	Charlotte's Web <i>EB White (Puffin)</i>
The Firework-Maker's Daughter <i>Phillip Pullman (Random House)</i>	

Adventures of Perseus by Mark Bergin and David Hepplewhite	a Starry Night: A Book of Constellations By Jacqueline Mitton and Christina Balit
*Persephone: A Journey from Winter to Spring by Sally Pomme Clayton and Virginia Lee	
Hindu Stories for Children	
*Stories from World Religions by Anita Ganeri and Jackie Morris <ul style="list-style-type: none"> The Ten Lives of Vishnu The Good Prince and the Wicked Witch 	
The Lion Storyteller Bible <ul style="list-style-type: none"> Samson and Delilah Healing the Paralytic at Capernaum 	

PIE CORBETT Reading Spine Y6

Holes <i>Louis Sachar (Bloomsbury)</i>	Clockwork <i>Philip Pullman (Random House)</i>
The Hobbit <i>JRR Tolkien</i>	Skellig <i>David Almond (Hodder)</i>



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Core texts (continued...)

RWI Book List Genre Key
Bible Stories and Religious stories
Fairy and Traditional Tales
Nursery Rhyme
Classical Tales
Classic Literature

Mo Willems (Hyperion Books)	Shirley Hughes (Random House)	David McKee (Andersen Press)
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RWI Book List

Y1

Stories of the Prophets in the Holy Qur'an' (Prophet Noah and the Great Flood)	The Lion Storyteller Bible <ul style="list-style-type: none"> David and Goliath Lost Sheep The Good Samaritan 	
Anansi & The Talking Melon	Frog Prince	Rapunzel (Best Loved Classics)
The Frog Prince (Usborne Picture Books)	Hansel and Gretel - Magic Beans: A Handful of Fairytales from the Storybag	The Gigantic Turnip
We're Going on a Bear Hunt	We're Going on a Lion Hunt	Pied Piper of Hamlyn
*King of the Birds Brothers Grimm	*The Emperor's New Clothes – Hans Christian Andersen's Fairy Tales	Goldilocks and the Three Bears By Emma Chichester-Clark
*Robin Hood by Tony Bradman and	*The Three Sillies by Tony	*Little Red Riding Hood by

	Moon
*An Islamic Story: The Great Night Journey by Anita Ganeri and Serena Curmi	The Lion Storyteller Bible <ul style="list-style-type: none"> The Sower The Prodigal Son The Wise and Foolish Builders

The Snow Walker's Son Catherine Fisher (Red Fox)	Perry Angel's Suitcase Glenda Millard (Phoenix Yard Books)
Voices in the Park Anthony Browne (Random House)	Why the Whales Came Michael Morpurgo (Egmont)

RWI Book List

Y4

*Beauty and the Beast by Max Eilenberg and Angela Barrett	Hansel & Gretel By Anthony Browne
*Aladdin The Thousand Nights and one Night Retold by David Walser	*Coyote in the Sky: How the Sun, Moon and Stars Began by Emmet Garcia
*The Brothers Grimm <ul style="list-style-type: none"> Little Red Riding Hood Hansel and Gretel 	

(HarperCollins)	
Fireweed Jill Paton Walsh (Hot Key Books)	River Boy Tim Bowler (Oxford University Press)
The Arrival Shaun Tan (Hodder)	

RWI Book List

Y6

*Sleeping Beauty by Charles Perrault	*The Snow Queen By Hans Christian Anderson and Christian Birmingham
*The Fisherman and the Genie The Thousand Nights and one Night Retold by David Walser	
*Sinbad The Thousand Nights and one Night Retold by David Walser	
Beowulf	*Jason and the Argonauts By John Malam and David Antram
Black Ships before Troy: The Story of Iliad	



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Classic Literature

Tony Ross	Ross	Sam McBratney and Emma Chichester-Clark
*Anansi and the Magic Stick Eric A. Kimmel	*The Drum: A folk Tale from India by Tom Wrenn and Rob Cleaveland	
*Monkey in the stars Jamila Gavin (the story of Diwali, the Festival of Light and the New Year)		
*A Hindu Story: The Birth of Krishna by Anita Ganeri and Barbara Vagnozzi		
*Very Simple Aesop's Tales and Magic Beans – A handful of Fairytales from the Storybag		
<ul style="list-style-type: none">• The Goose who Laid the Golden Egg• The Lion, the Fox and the Donkey• At Dinner with Stork and Fox• The Dog and the Bone• Tha Lark and her Family		

<ul style="list-style-type: none"> Pied Piper of Hamelin Jorinda and Jorindel 	
The Little Prince	Elephant's Child
King Arthur and His Knights of the Round Table	Mr William Shakespeare's Plays
*Hercules by Geraldine McCaughran	*The Adventures of Odysseus By Daniel Morden and Hugh Lupton
*Stories of the Prophets in the Holy Qur'an By Ruth Woodall and Shahada Sharelle Abdul Hagg	*D is for Dragon Dance By Ying Chang Compestine
The Lion Storyteller Bible <ul style="list-style-type: none"> Jesus Cleansing a Leper Walking on Water 	

Jonathan Swift's "Gulliver"	The Prince and the Pauper
*The Selfish Giant Oscar Wilde Stories for Children	
*Robinson Crusoe: Retold from the Daniel Defoe Original by Deanna McFadden, James Akib and Arthur Pober	
Arthur High King of Britain	
The Lion Storyteller Bible <ul style="list-style-type: none"> King Solomon's Wisdom The Feeding of the 5000 	
*Stories from World Religions by Anita Ganeri and Jackie Morris <ul style="list-style-type: none"> The Monkey King and the Heavenly Peaches The Blessed Last Prophet 	



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Independent reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills	Reading age-appropriate books Increasing stamina. Once children are working within the grey stage of the RWI phonics programme they begin their Accelerated Reader journey.	Choosing appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read novels independently with understanding achieving a reading age of 9+ (by end of Y4)	Reading age appropriate books, including whole novels achieving a reading age of 11+ (by end of Y6). Widening the range and challenge of books they read, including texts from a wider literary heritage following reading book pathway.
Implementation	Decodable books selected based on level as determined by RWI assessments. Books selected by adult in class Books changed as and when required (RWI Book and Book Bag Books.) Opportunity to take home a book to share for pleasure in addition to decodable text	Books selected based on AR range Teachers monitor through AR reports Opportunity to take home a book in addition to AR book		
Guided reading/reading instruction				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum) To teach fluency through modelling, echo reading, practise of prosody, text marking and performance reads.			
Implementation	Daily Read Write Inc. phonics sessions. These sessions include guided reading to ensure independent application and develop comprehension skills.	Fluency Reader Intervention Sessions Daily guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability Guided reading sessions include activities enabling children to practise and apply reading skills. When children are not in Guided Reading group with an adult they read independently and/or complete		



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		<p>independent comprehension activities.</p> <p>An increasing expectation of written recording of understanding through KS2</p>		
Core texts	<p>RWI Books from Red through to Grey</p> <p>Moving on to through end year 1 / beginning of year 2 Re – Think Reading Guided Reading Y1 List</p> <p><i>Where's my teddy?</i> Jez Alborough <i>We're going on a lion hunt</i> Axtell, David <i>Stars and galaxies</i> Buckley, James <i>Tom, Dad and Colin</i> Burchett, Jan <i>Pirates Hunt</i>, Roderick <i>Kipper's A to Z</i> Inkpen, Mick <i>Giant animals</i> Llewellyn, Claire <i>Sid is sick</i> Lynch, Emma <i>Peace at last</i> Murphy, Jill <i>The bus is for us</i> Rosen, Michael <i>There's something in the garden</i> Shipton, Paul <i>Monkey's magic pipe</i> Thomson, Pat <i>All about flowers</i> Throp, Claire <i>Tadpole's promise</i> Willis, Jeanne</p>	<p>Re – Think Reading! Y2</p> <p><i>Man on the moon</i> Bartram, Simon <i>Beware of boys</i> Blundell, Tony <i>The tale of Little Red Riding Hood</i> Bradman, Tony <i>Guess who, haiku</i> Caswell, Deanna <i>Something Else</i> Cave, Kathryn <i>Finn MacCool and the Giant's Causeway</i> Dougherty, John <i>Danny Dreadnought saves the world</i> Emmett, Jonathan <i>Very little Cinderella</i> Heapy, Teresa <i>A tale of two beasts</i> Roberton, Fiona <i>Clown fish</i> Schuh, <i>Pond</i> Mari Spilsbury</p> <p>As appropriate... Fluency Reader Intervention Short texts – selected by the teacher to suit group/topic</p>	<p>Re – Think Reading! Y3/4</p> <p><i>The Julian stories</i> Cameron, Ann <i>Short too!</i> Crossley-Holland, Kevin <i>The penguin in lost property</i> Dean, Jan <i>Out for the count</i> Fine, Anne <i>The cat, the dog, Little Red, the exploding eggs, the wolf and Grandma's wardrobe</i> Fox, Christyan <i>Tropical rainforests</i> Gray, Leon <i>The pea and the princess</i> Grey, Mini <i>The lion and the unicorn</i> Hughes, Shirley <i>Squishy McFluff</i> Jones, Pip <i>Welcome to the rock pool</i> Owen, Ruth <i>All the king's tights</i> Smith, Maudie</p> <p>Additional Texts (Teacher choice/Topic Related) To be updated...</p>	<p>Re – Think Reading! Y5/6</p> <p><i>The Snow Queen</i> Andersen, Hans Christian <i>Farther</i> Baker-Smith, Grahame <i>The viewer</i> Crew, Gary <i>The promise</i> Davies, Nicola <i>Pirates</i> Fox, E T <i>Way home</i> Hathorn, Libby <i>Collected poems for children</i> Hughes, Ted <i>The fib</i> Layton, George <i>Varmints</i> Ward, Helen <i>Mr. William Shakespeare's plays</i> Williams, Marcia</p> <p>Additional Texts (Teacher choice/Topic Related) To be updated...</p> <p>Fluency Reader Intervention Short texts – selected by the teacher to suit group/topic</p>



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			Fluency Reader Intervention Short texts – selected by the teacher to suit group/topic	
Shared reading as part of teaching sequence				
Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently			
Implementation		First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning).		
Core texts	Teaching Sequence Texts			
	Foundation / Year 1			
	Fiction	Non – Fiction	Poetry	
	Knock, Knock Open the Door by Michaela Morgan	Knights (from the Leapfrog Learners series) by Annabelle Lynch	What I Like! Poems for the Very Young by Gervaise Phinn	
	On the Road by Susan Stegall		The Train Ride by June Crebbin	
	Oi Frog by Kes Grey			
	Teaching Sequence Texts			
	Year 1			
	Fiction	Non – Fiction	Poetry	
	Dear Mother Goose by Michael Rosen	Now you Know Science: What's it Made of? by Terry Jennings and Honor Head	Zim Zam Zoom by James Carter	
	What Happens When....? By Delphine Chedrun	Amelia Earhart (Little People, Big Dreams) by Izabel Sanchez Vegara	I Love Bugs by Emma Dodd	
	Fatou, Fetch the Water by Neil Griffiths	Seaside by Ruth Thomson		
	Year 2			
	Fiction	Non – Fiction	Poetry	
	Mixed Up Fairy Tales: Hilary Robinson illustrated by Nick Sharratt	How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley	Tell Me a Dragon by Jackie Morris	
	A mouse called Julian by Joe Todd-Stanton		Ellsworth's Extraordinary Electric Ears by Valerie Fisher	
	Teaching Sequence Texts			
	Year 3			
	Fiction	Non – Fiction	Poetry	
	Mimi and the Mountain Dragon by Michael Morpurgo	Dare to Care: Pet Dragon by Mark Robertson and Sally Symes	The Works KS2 chosen by Pie Corbett	
	Fossil by Bill Thomson	Book of Bones: 10 Record Breaking Animals by Gabrielle Balkan	Poetry Pie by Roger McGough	
	Myth Atlas by Thiago de Moraes		Paint me a Poem by Grace Nichols	
			Until I Met Dudley by Roger	
	Teaching Sequence Texts			
	Year 5			
	Fiction	Non – Fiction	Poetry	
	Ice Bear By Jackie Morris	The Secrets of Stonehenge by Manning and Granstrom	Is this a poem? What makes a poem and how YOU can write one by Roger Stevens	
	The Tear Thief by Carol Anne Duffy	Everest by Alexandra Stewart, illustrated by Joe Todd-Stanton	The Lost Words by Robert McFarlane and Jackie Morris	
	Kensuke's Kingdom	Where My Wellies Take Me by Michael and		



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Augustus and his Smile by Catherine Rayner	What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page Outdoor Wonderland by Jeffery and Lickens	A First Poetry Book by Pie Corbett and Gaby Morgan
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	McGough	
Year 4		
Fiction	Non – Fiction	Poetry
Arthur and the Golden Rope by Joe Todd Stanton	A Walk in London by Salvatore Rubbino (Non Fiction)	The Works KS2 chosen by Pie Corbett
Beyond the Stars: Twelve Tales of Adventure, Magic and Wonder – The Snow Globe	An Anthology of Intriguing Animals by Ben Hoare	Carry Me Away – Poems by Matt Goodfellow
The Paperbag Prince by Colin Thompson	Rainforest Rough Guide by Paul Mason	A River by Marc Martin

	Clare Morpurgo Part 1	Where My Wellies Take Me Part 2 by Clare Morpurgo and Michael Morpurgo
Year 6		
Fiction	Non – Fiction	Poetry
Chitty Chitty Bang Bang and the Race Against Time by Frank Cotrell Boyce	Charles Dickens: scenes from an extraordinar y life by Mick Manning and Brita Granström	Bethlehem – a Christmas Poem by Carol Ann Duffy
The Princess’ Blankets by Carol Ann Duffy	The Lost Book of Adventure by The Unknown Adventurer	I am Cat by Jackie Morris
The Story of Antigone by Ali Smith	Archipelago : An Atlas of Imagined Islands edited by Huw Lewis- Jones	Earth Verse: Haiku from the Ground Up by Sally M. Walker; illustrated by William Grill



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Texts to support reading to learn across the curriculum				
Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
Implementation				
Core texts	Topic Books	Topic Books	Topic Books	Topic Books
Assessment				
Assessment: Evidence in order to assess impact (Examples only)	EYFSP Phonic Screening Check Observations of reading behaviour and talking to pupils RWI phonic assessments for sounds, fluency and accuracy. Independent reading and home reading records	SATs Phonics Screening Check (Resits) Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records RWI phonic assessments for sounds, fluency and accuracy. Accelerated Reader Programme STAR Reading Test	Accelerated Reader Programme STAR Reading Test (PIRA/Testbase etc.) Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Verbal and written book reviews & recommendations Verbal and written responses to reading activities	SATs Accelerated Reader Programme STAR Reading Test (PIRA/Testbase etc.) Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Verbal and written book reviews & recommendations Verbal and written responses to reading activities



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<p>Assessment Expectations: (What assessment criteria are used? When? Moderation?)</p>	<p><i>RWI expectations</i> Reception: end of the autumn term on ditties 1-10. End of spring term on Red Ditties. End summer term on Green/Purple. Y1 chn should be Green/Purple at the start of the autumn term, Pink/Orange by the end of the autumn, end spring Yellow and Blue/Grey by the end of the summer term. Y2 beginning autumn Blue, end autumn/spring half-term Grey, off RWI Phonics by the end of the spring term</p>	<p><i>A/R Reading age of 7+ Pass for any PSC retakes. Reading SATs Year 2 – Scaled score of 100+</i></p>	<p><i>Y3 A/R Reading age of 8+ Y4 A/R Reading age of 9+ Ongoing Reading Assessment sheets tracking skills achieved. PIRA/Testbase Standardised Scores 95+ YARC assessments for targeted children</i></p>	<p><i>Y5 A/R Reading age of 10+ Y6 A/R Reading age of 11+ Ongoing Reading Assessment sheets tracking skills achieved. PIRA/Testbase Standardised Scores 95+ YARC assessments for targeted children Reading SATs Year 6 – Scaled score of 100+</i></p>
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