



# Reading 23.24

Hensingham Primary School



## Reading

*Teaching young people to become confident, competent readers and inspiring a lifelong love of literature is one of the most important jobs in education.*

1. To foster a culture of reading for pleasure and provide reading materials that represent and celebrate all children.
2. Ensure that the reading curriculum is effective in teaching children the key reading skills and preparing them to become a lifelong reader.
3. Ensure effective planning, teaching and assessment provides the best possible opportunity for children to reach the expected standard.
4. Secure maximum opportunities for pupils to practise their skills in reading across the wider curriculum.

*We view reading as the gateway to knowledge and the highest priority is given to ensuring every pupil receives this crucial life skill as soon as possible.*

Intent



## Reading – Reading Curriculum

The programmes of study for reading in Key Stages 1 and 2 consist of two dimensions.

- **Word reading**
- **Comprehension**

Teaching must focus on developing pupils' competence in both dimensions and different teaching approaches are required for each step.

Skilled word reading involves the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is understanding how the letters on the page represent the sounds in spoken words. This is why phonics plays such a vital role in helping young children and unskilled readers at the start of their reading journey.

Good comprehension draws from linguistic knowledge (particularly vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as by reading and discussing a range of stories, poems and non-fiction texts. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject, in readiness for their secondary education.

# Reading- Reading Progression



# Implementation

| Menu                           | Reception  | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|--------------------------------|--|---|--|---|--|--|--|
| <b>Decoding / Word Reading</b> | <ul style="list-style-type: none"> <li>*use phonic knowledge to decode regular words and read them aloud accurately</li> <li>*read and understand simple sentences</li> <li>*read some common irregular words</li> </ul> | <ul style="list-style-type: none"> <li>*apply phonic knowledge to decode words</li> <li>*respond with the correct sound for graphemes for all 40+phonemes – including alternative sounds</li> <li>*read accurately by blending taught GPS</li> <li>*read common exception words eg: the, said, once, she, friend, school</li> <li>*read common suffixes - s, -es, -ing, -ed, -est</li> <li>*read multi-syllable words containing taught GPCs</li> <li>*read contractions such as I'm, can't, we'll.</li> <li>*Know that apostrophes represent omitted letters</li> <li>*read aloud phonically-decodable texts</li> <li>*read pseudo words with accuracy – including vowel digraphs and trigraphs</li> </ul> | <ul style="list-style-type: none"> <li>*apply phonic knowledge and skills consistently to decode quickly and accurately</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multi-syllable words containing these graphemes</li> <li>*read common suffixes such as: -ment, -less, -ness, -ful and -ly</li> <li>*read exception words, noting unusual correspondences (including words from the Y2 Spelling appendix such as because, beautiful, everybody, should, whole, parents, money)</li> <li>*read most words quickly and accurately without overt sounding and blending</li> <li>*read some phonically-decodable books with fluency, sound out unfamiliar words automatically</li> <li>*reread books to build up fluency and confidence</li> </ul> | <ul style="list-style-type: none"> <li>*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding with some support</li> <li>*read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence between spelling and sound</li> <li>*know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words</li> <li>*determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect</li> <li>*prepare poems and play scripts to read aloud and perform – showing appropriate intonation and volume when reciting to reading aloud</li> </ul> | <ul style="list-style-type: none"> <li>*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on understanding</li> <li>*read most common exception words effortlessly – noting unusual correspondence between spelling and sound</li> <li>*know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors</li> <li>*determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg information, invasion, enclosure, mountainous</li> <li>*prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud</li> </ul> | <ul style="list-style-type: none"> <li>*fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books</li> <li>*determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspicious, change/changeable, receive/reception</li> <li>*know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough</li> <li>*use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear</li> </ul> | <ul style="list-style-type: none"> <li>*fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books</li> <li>*determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence</li> <li>*use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text</li> </ul> |
| <b>Range of reading</b>        |  | <ul style="list-style-type: none"> <li>*listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>*link what they read or hear read to their own experiences</li> </ul>   | <ul style="list-style-type: none"> <li>*listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently</li> </ul>   | <ul style="list-style-type: none"> <li>*listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently</li> </ul>  | <ul style="list-style-type: none"> <li>*listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments</li> </ul>  | <ul style="list-style-type: none"> <li>*read a growing repertoire of texts – both fiction and non-fiction</li> </ul>   | <ul style="list-style-type: none"> <li>*demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction</li> </ul>  |
| <b>Familiarity with texts</b>  |  | <ul style="list-style-type: none"> <li>*become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognise and join in with predictable phrases</li> </ul>   | <ul style="list-style-type: none"> <li>*become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales</li> <li>*recognise simple recurring literary language in stories and poetry</li> </ul>  | <ul style="list-style-type: none"> <li>*identify themes and conventions in a range of books</li> </ul>  | <ul style="list-style-type: none"> <li>*identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons</li> </ul>   | <ul style="list-style-type: none"> <li>*be familiar with a range of text types including modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books</li> <li>*discuss and comment on themes and conventions in various genres</li> </ul>   | <ul style="list-style-type: none"> <li>*demonstrate familiarity with different text types</li> <li>*accurately identify and comment on the features, themes and conventions across a range of texts and understand their use</li> </ul>  |
| <b>Poetry and Performance</b>  |  | <ul style="list-style-type: none"> <li>*appreciate rhymes and poems, and recite some by heart</li> </ul>  | <ul style="list-style-type: none"> <li>*build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear</li> </ul>  | <ul style="list-style-type: none"> <li>*recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences</li> </ul>  | <ul style="list-style-type: none"> <li>*recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous etc...</li> </ul>  | <ul style="list-style-type: none"> <li>*read and recite age-appropriate and more challenging poetry that has been learned by heart</li> </ul>  | <ul style="list-style-type: none"> <li>*demonstrate that they have learned a wide range of poetry by heart</li> </ul>  |
| <b>Word Meanings</b>           |  | <ul style="list-style-type: none"> <li>*discuss word meanings, link new meanings to those already known</li> </ul>  | <ul style="list-style-type: none"> <li>*discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>*discuss favourite words and phrases</li> </ul>   | <ul style="list-style-type: none"> <li>*explain the meaning of words in context; use dictionaries to check meanings</li> <li>*discuss words and phrases that capture the reader's interest and imagination</li> </ul>   | <ul style="list-style-type: none"> <li>*explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently</li> <li>*discuss and explain words and phrases that capture the reader's interest and imagination</li> </ul>  | <ul style="list-style-type: none"> <li>*discuss their understanding of the meaning of words in context – finding other words which are similar</li> </ul>  | <ul style="list-style-type: none"> <li>*explore finer meanings of words</li> <li>*show, discuss and explore their understanding of the meaning of vocabulary in context</li> </ul>   |

# Reading- Reading Progression

# Implementation



| Menu                      | Reception  | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
|---------------------------|--|---|---|--|--|--|---|
| <b>Understanding</b>      | *demonstrate their understanding when talking with others about what they have read. | *draw on what they already know or on background information and vocabulary provided by the teacher<br>*check that the text makes sense to them as they read and correct inaccurate reading | *discuss the sequence of events in books and how items of information are related<br>*draw on what they already know or on background information and vocabulary provided by the teacher<br>*check that the text makes sense to them as they read and correct inaccurate reading  | *check the text makes sense, reading to the punctuation and usually re-reading or self-checking<br>*explain and discuss their understanding of the text eg: explain events; describe a character's actions<br>*identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts | *check that the text makes sense, reading to the punctuation and habitually re-reading<br>*explain and discuss their understanding of the text eg: describe a sequence of events; the way a character changes through the story etc...<br>*identify and summarise main ideas drawn from more than one paragraph eg: a persuasive message to recycle rubbish<br>*identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs | *provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs<br>*make comparisons within and across texts eg: compare two ghost stories<br>*distinguish fact from opinion with some accuracy and awareness of ambiguity<br>*summarise main ideas from more than one paragraph – identifying key details which support the main idea | *identify language, structural and presentational features in texts and explain how they contribute to meaning<br>*use contextual evidence to make sense of the text<br>*make accurate and appropriate comparisons within and across different texts<br>*distinguish between fact and opinion accurately and discuss ambiguity between the two<br>*confidently summarises content drawn from more than one paragraph      |
| <b>Inference</b>          |  | *discuss the significance of the title and events<br>*make inferences on the basis of what is being said and done   | *make inferences on the basis of what is being said and done<br>*answer and ask questions   | *draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words  | *draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions /words – and draw comparisons with little prompting   | *draw inferences and justify these with evidence from the text eg: explain how a character's feelings changed and how they know this   | *make developed inferences and explain and justify with textual evidence to support their reasoning   |
| <b>Prediction</b>         |  | *predict what might happen on the basis of what has been read so far  | *predict what might happen on the basis of what has been read so far  | *predict what might happen from simple details both stated and implied   | *make credible predictions about what might happen from details stated and implied   | *make credible and insightful predictions  | *make credible and insightful predictions which are securely rooted in the text   |
| <b>Authorial intent</b>   |  |   |   |  |  | *discuss and evaluate how authors use language, including figurative language – and its effect on the reader   | *identify the effect of language, including figurative; explain and evaluate its effect – including impact and suitability of choice  |
| <b>Non-fiction</b>        |  | *listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher                                    | *be introduced to non-fiction books that are structured in different ways   | *listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features<br>*retrieve and record information from non-fiction texts   | *listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features<br>*know how information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts  | *confidently retrieve, record and present information from non-fiction texts   | *retrieve, record and present information from non-fiction texts – independently and creatively   |
| <b>Discussing reading</b> |  | *participate in discussion about what is read to them, take turns and listen to what others say<br>*explain clearly their understanding of what is read to them                             | *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 other say<br>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves | *engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school<br>*during discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say  | *engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references<br>*during discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say  | *recommend books to others – giving detailed reasons<br>*readily ask pertinent questions to enhance understanding<br>*participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views courteously<br>*explain what they know or have read – including through formal presentations and debates, using notes where necessary   | *state own preferences and recommend books to others – giving substantiated reasons<br>*pose hypotheses and ask probing questions to enhance understanding<br>*discuss books, expressing and justifying opinions, building ideas and challenging others' views courteously<br>*explain their understanding of what they have read – including through formal presentations and debates – maintaining a focus on the topic |

# Reading- Whole Class Reading

Implementation



| KS1 Reading Content Domains   | KS2 Reading Content Domains   |
|---|---|
| 1a. Draw on knowledge of vocabulary to understand texts   | 2a. Give/explain the meaning of words in context  |
| 1b. Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information | 2b. Retrieve and record information/identify key details from fiction and non-fiction                   |
| 1c. Identify and explain the sequence of events in texts  | 2c. Summarise main ideas from more than one paragraph   |
| 1d. Make inferences from the text   | 2d. Make inferences from the texts/explain and justify inferences with evidence from the text           |
| 1e. Predict what might happen on the basis of what has been read so far   | 2e. Predict what might happen from details stated and implied   |
|   | 2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole |
|   | 2g. Identify/explain how meaning is enhanced through choice of words and phrases                        |
|   | 2h. Make comparisons within the text  |

Whole class reading builds fluency, confidence, pace and enjoyment.

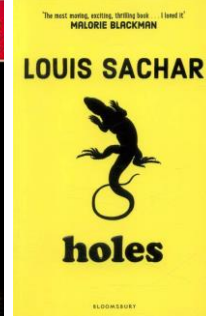
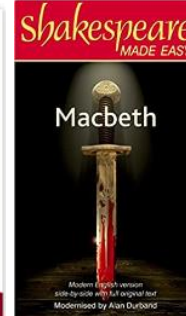
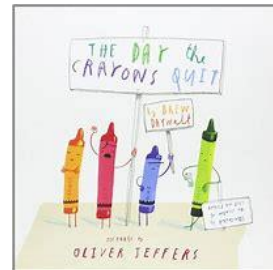
All classes from Year 1-6 access a daily whole class reading session predominately focused upon a novel study where they practise and embed the key reading content domain skills.

We regularly update our whole class reading texts to ensure that we have a range of modern, classic texts, significant authors as well as high quality literature from current authors.

Children access at least one non-fiction text per half term in their whole class reading sessions.

High quality teacher modelling of fluent reading and reading with expression ensure that children experience listening to a strong reader and develop expression and fluency in their own reading.

Each year group covers two 'CET Texts' - these are year group specific texts that are covered across the whole of the trust.



# Reading- Overview 23.24

|                             | Autumn 1                     | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|-----------------------------|------------------------------|---|---|---|---|--|
| <b>Year 1/2<br/>Cycle A</b> | Esio Trot<br><br>NF – The UK | The Day the<br>Crayons Came<br>Home<br><br>NF – Rosa<br>Parks | The Tale of<br>Peter Rabbit<br><br>NF - Materials | The Squirrels<br>who<br>Squabbled<br><br>NF – Worms<br>and Soil | Hansel and<br>Gretel<br><br>NF - Deserts            | Harry the<br>Poisonous<br>Centipede<br><br>NF – How<br>Plants Grow |
| <b>Year 1/2<br/>Cycle B</b> | The Tiger who<br>Came to Tea | Lost and<br>Found   | The<br>Enchanted<br>Wood                          | TBC   | The<br>Hodgeheg                                     | The Day the<br>Crayons Quit  |
| <b>Year 3</b>               | The Iron Man                 | The<br>Enchanted<br>Wood                                      | Charlotte’s<br>Web                                | The Nothing<br>to see here<br>Hotel                             | The Lion, the<br>Witch and the<br>Wardrobe          | Alice in<br>Wonderland   |
| <b>Year 4</b>               | Stig of the<br>Dump          |   | The Lion, the<br>Witch and the<br>Wardrobe        | Danny the<br>Champion of<br>the World                           | The<br>Miraculous<br>Journey of<br>Edward<br>Tulane | Varjak Paw   |
| <b>Year 5</b>               | Pig Heart Boy                | Treason   | Macbeth   | Wolf Brother  | Midnight Fox  | The Explorer   |
| <b>Year 6</b>               | Skellig                      | A Christmas<br>Carol  | Holes   | Wonder  | Goodnight Mr<br>Tom                                 | The London<br>Eye Mystery  |

Implementation



## Reading – Reading For Pleasure



Our school library provides space for children to get lost in a book and stimulate their imagination.

Each class have a weekly slot in the library where they go with their friends to enjoy library time and reading for pleasure.

Reading corners are at the core of each classroom.

We celebrated World Book Day 2024 and the Scholastic Book Fair was very popular. On Mother's Day we invited a special lady in for a 'book and a brew'.

Strive for Five is a reading incentive where children are entered into the reading raffle, and we have seen a huge increase in children reading at least 5 times a week.

Each class has a weekly 'buddy reading' session with another class.

# Reading- Reading For Pleasure



Implementation



Children should learn that reading is pleasure, not just something that teachers make you do in school.



## Reading- Mirrors and Windows

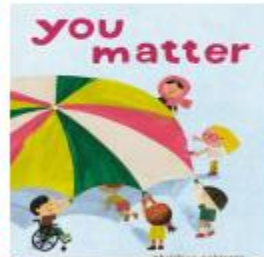


EARLY YEARS FOUNDATION STAGE



Main Character From Minority Cultures

A beautiful story about finding the confidence to spread your wings and fly as your true self. This book celebrates a main character from an ethnic minority group.

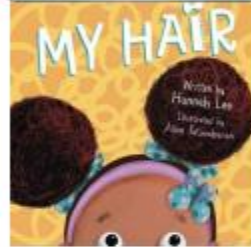


Celebrating Diversity

This wonderful sensitive and impactful picture book is all about seeing the world from different points of view, the perfect way to teach little people about empathy and community.

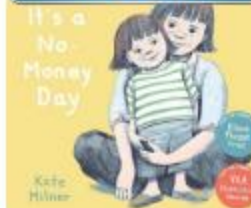
My Hair is a fun and vibrant book, that celebrates Black afro hair in all its glorious versatility. It has a very strong message about self-esteem, and pride in one's natural beauty.

Celebrating All Cultures



This story shines with positivity and articulates with dignity an experience which many children have. A poignant and empathetic story book that shines a light on a subject that should concern us all.

Current Challenges In Society



Celebrating All Families

A funny, heartfelt picture-book celebrating same-sex parents and shared story time, perfect for introducing children to the different kinds of family in our world today.

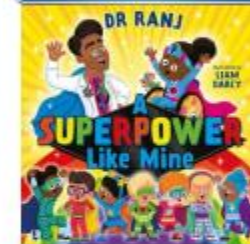


Celebrating Diversity

A story everyone can relate to! This story is a visually unique way of communicating positive ideas about inclusion and diversity.

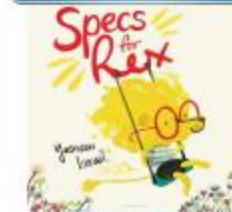
An empowering story about seeing the best in others and in yourself. From kindness to creativity, bravery to patience, this book helps you discover your superpower and celebrate the power to be YOU!

Physical Disability



A beautifully illustrated and charming story about the positive effects of being, well, maybe just a little different.

Vision Impairment



## MIRRORS AND WINDOWS



**EVERY CHILD** deserves to see themselves represented in a book. We all also deserve to open up our minds and learn about people all around the world who may be different to us.

"Diversity is the one thing we all have in common. Celebrate it every day."

# Reading- Mirrors and Windows



## KEY STAGE ONE

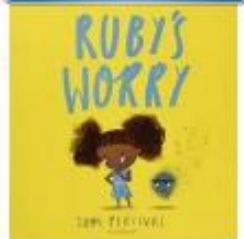


Main Character From Minority Cultures

An adventure with a superhero that's powered by kindness! The characters go on a range of adventures where they overcome many challenges and learn about friendship, courage, resilience and much more!

A reassuring and sensitive book that talks to children about sharing their hidden worries. Be open, be honest, be you!

Worry and Anxiety



Celebrating All Families

A heart-warming story about the unbreakable bond between a mother and her son, and a little boy who learns that he is perfect just the way he is.

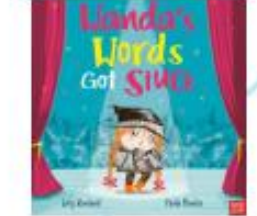
A warm and richly satisfying story about a little boy with a big imagination who learns that you can't know anyone just by looking at them. Set in a bustling city, and full of family love that binds even in tricky circumstances.

Celebrating All Families



A heart-warming adventure about finding confidence through friendship, filled with spells, potions and magical animals.

Speech Delay

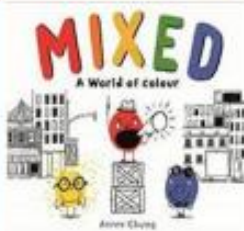


Celebrating Diversity

A ground-breaking picture book about religion, sisterhood and identity. Asiya, the main character shines throughout showing her calm determination to ignore intolerance.

A sweet tale of difference and acceptance. Mixed is a charming and timely story with characterful illustrations and humour. The characters become inseparable, discovering a world of different possibilities and colours.

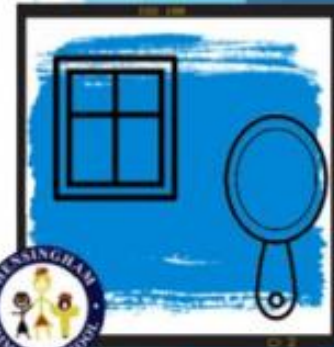
Celebrating Diversity



Celebrating Diversity

I know I can't change the way I look. But maybe, just maybe, people can change the way they see... A fabulous book that taps into every child's longing to belong, and to be seen for who they truly are.

## MIRRORS AND WINDOWS



EVERY CHILD deserves to see themselves represented in a book. We all also deserve to open up our minds and learn about people all around the world who may be different to us.

"Diversity is the one thing we all have in common. Celebrate it every day."

# Reading- Mirrors and Windows



LOWER KEY STAGE 2

**Main Character From Minority Cultures**

Ade doesn't always feel welcome in his new community; fitting in is hard, especially as he looks different to everyone else. The story is full of positive messages; Ade has to overcome many hurdles, but is fortunate to have good friends to support him along the way.

**Physical Disability**

**Celebrating All Families- Adoption**

A hilarious and heartfelt debut from multi-award winning, hearing aid wearing, Samantha Baines. Harriet discovers her hearing aid can do more than she ever bargained for when she finds an alien in her room!

**Hearing Impairment**

A magical and gently comic tale of friendship and thinking of others. This lovely story will amuse and entertain children and maybe give them pause for thought too.

**Physical Disability**

A heart-warming story about family, friendship and finding your inner fire. You need to be brave for yourself before you can be brave for other people...

**Hearing Impairment**

**Celebrating Diversity**

Twins bring double the trouble and double the fun. An extremely relatable and genuine story about twins. This story explores the culture of a Greek family.

**Neurodiversity- Twins**

**Visual/ Hearing Impairment**

Lizzie refuses to speak. She doesn't want to. That is, until she meets Great-Gran- a member of the new family who is even more stubborn than she is...

**Speech Delay**

Brilliantly funny story about the bravest scaredy-cat in the world! Sam begins a mission to prove to the school bully, and all of his friends, that he is a fearless adventurer.

**Neurodiversity- Twins**

Max is used to spending time alone it's difficult to make friends in a big, chaotic school when you're deaf. A fast-pace and enjoyable adventure that encourages readers to appreciate the small things in life.

**Speech Delay**

## MIRRORS AND WINDOWS

**EVERY CHILD** deserves to see themselves represented in a book. We all also deserve to open up our minds and learn about people all around the world who may be different to us.

"Diversity is the one thing we all have in common. Celebrate it every day."

## Reading- Mirrors and Windows



### UPPER KEY STAGE 2



Main Character From Minority Cultures

An empowering superhero series about a British-Nigerian girl who learns that her Afro hair has psychokinetic powers. Heartfelt themes of identity, family and friendship.



Main Character From Minority Cultures

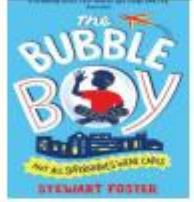
This is a thought-provoking story that will pull at your heartstrings. Lexi lives in London with her colourful Greek-Cypriot family and she's devoted to her cousin who has a heart condition.



Neurodiversity- Autism

What would you do if you could never leave your bubble? A poignant, heart-warming tale from inside the hospital walls that teaches children the importance of treating people with empathy and kindness.

Illness



Told through the innocent voice of the child, this is a story that explores endless impacts of domestic violence and celebrates the power of hope and resilience.

Celebrating All Families- Foster Care

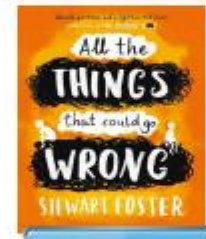


Expected to fit in, proud to stand out. This enlightening book provides a powerful lesson in empathy. Fictionalised and sensitively written portrayal of a young autistic girl.



Neurodiversity- Twins Celebrating All Families

An adventure of twins, Sam and Sammie. Each twin is unique. Each Sam has their own set of concerns and they find their way of dealing with things while still being supportive of one another. A heart-warming story of a family with same sex parents.



Neurodiversity- OCD

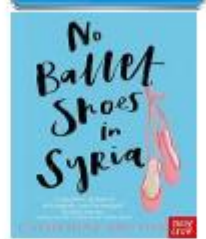
A moving, humane funny portrait of two very different boys discovering what connects us all. There are two sides to every story. This story tackles important issues in a sensitive way.



Celebrating Other Cultures

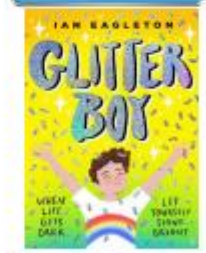
A perfect balance of tragedy and triumph. With beautiful, captivating writing, wonderfully authentic ballet detail, and an important message championing the rights of refugees, filled with warmth, hope and humility.

Current Struggles In Society



A heartfelt novel about the courage it can take to stay true to yourself. The author presents an unforgettable story about a boy facing up to bullying- and his own truths. When life gets dark, let yourself shine bright!

LGBTQ+



An adventure story full of twists, turns and inspiring bravery against the odds. Kick deals with issues such as poverty, child labour and human rights in a way that proves we share more than makes us different.

## MIRRORS AND WINDOWS



**EVERY CHILD** deserves to see themselves represented in a book. We all also deserve to open up our minds and learn about people all around the world who may be different to us.

"Diversity is the one thing we all have in common. Celebrate it every day."

# Reading- Mirrors and Windows





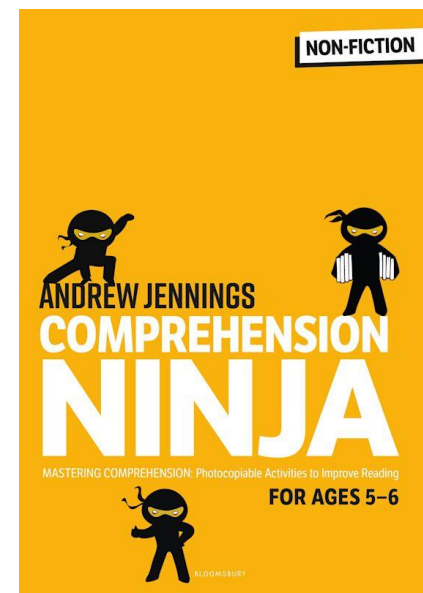
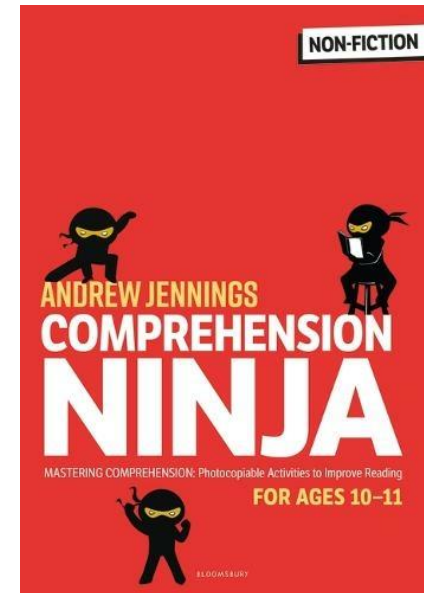
## Reading- Reading across the curriculum

*We view reading as the gateway to knowledge and the highest priority is given to ensuring every pupil receives this crucial life skill as soon as possible. At Hensingham, we understand the importance of reading in all aspects of the curriculum from maths right through to music.*

Reading forms a vital part of our English curriculum. At the beginning of a new writing unit, children explore model texts. They read, understand and often perform aloud the model texts. They explore the features and work to gain a solid understanding of the purpose, audience and genre of the text.

Across the curriculum, children are immersed in a language rich environment where they are provided with high quality texts to support them in their learning journey.

We utilise the 'Comprehension Ninja' non-fiction resources for each year group that provide a range of age-appropriate reading material linked to a range of areas of the curriculum.



# Reading- Reading across the curriculum

Implementation



### COMPREHENSION NINJA FOR AGES 5-6

From the creator of the hugely popular Vocabulary Ninja comes a handbook of photocopiable resources to transform primary pupils into comprehension ninjas! Comprehension Ninja for Ages 5-6 features 24 high-quality non-fiction texts, linked to the National Curriculum, with photocopiable activities that help embed reading skills and improve comprehension. Here are the 24 carefully selected topics that are covered in this book:

- SUPER SENSES
- KNIGHTS AND CASTLES
- A FARMER'S YEAR
- PLANTS
- PICTURE PERFECT
- SEASONS
- THE SEVEN CONTINENTS
- GOOD FRIENDS
- DIWALI
- CARNIVORES, HERBIVORES AND OMNIVORES
- THE MOON
- FIREFIGHTING
- MINI-BEASTS
- HABITATS
- HOW CARS ARE MADE
- CHRISTOPHER COLUMBUS
- A DAY AT THE SEASIDE
- EVERYDAY MATERIALS
- SCOTLAND
- CHURCHES
- HOW TO MAKE A SANDWICH
- FLORENCE NIGHTINGALE
- FIVE OCEANS OF THE WORLD
- HEALTHY STIR-FRY

### COMPREHENSION NINJA FOR AGES 7-8

From the creator of the hugely popular Vocabulary Ninja comes a handbook of photocopiable resources to transform primary pupils into comprehension ninjas! Comprehension Ninja for Ages 7-8 features 24 high-quality non-fiction texts, linked to the National Curriculum, with photocopiable activities that help embed reading skills and improve comprehension. Here are the 24 carefully selected topics that are covered in this book:

- BIRDS OF PREY
- COUNTRY STUDY: INDIA
- ON ROCKY GROUND
- POMPEII
- THE LIFE OF MAHATMA GANDHI
- TSUNAMI
- THE WATER CYCLE
- STONE AGE LIFE
- FOSSILS
- IMPRESSION AND POST-IMPRESSION
- ROCK POOLS
- SWIMMING AND WATER SAFETY
- ANTI-BULLYING
- CHOCOLATE
- RENEWABLE ENERGY SOURCES
- BRIDGES: HOW THEY ARE BUILT
- LIGHT AND SHADOW
- THE FIRST RAILWAYS
- PLANTS
- MAGNETS
- THE TROJAN WAR
- COUNTRY STUDY: ARGENTINA
- THE HISTORY OF RECORDED MUSIC
- THE HISTORY OF THE CHARTS

### COMPREHENSION NINJA FOR AGES 6-7

From the creator of the hugely popular Vocabulary Ninja comes a handbook of photocopiable resources to transform primary pupils into comprehension ninjas! Comprehension Ninja for Ages 6-7 features 24 high-quality non-fiction texts, linked to the National Curriculum, with photocopiable activities that help embed reading skills and improve comprehension. Here are the 24 carefully selected topics that are covered in this book:

- HOW PLANTS GROW
- BUILDING HOUSES
- PLANTING SEEDS
- THE EMERGENCY SERVICES
- THE GREAT FIRE OF LONDON
- SURVIVAL - FOOD, WATER AND AIR
- ROSA PARKS
- PETS IN OUR HOMES
- THE UNITED KINGDOM
- WASSILY KANDINSKY - ARTIST
- COUNTRY STUDY: FRANCE
- HARBOURS
- RNLI - SEA RESCUE
- WORMS AND SOIL
- SAFARI
- THE SEASIDE HOLIDAY OF THE PAST
- DESERTS
- THE NORTH POLE
- TOYS: PAST AND PRESENT
- CHINESE NEW YEAR
- MATERIALS
- ANIMAL OFFSPRING
- LIVING UNDERGROUND
- ANTI-BULLYING

### COMPREHENSION NINJA FOR AGES 8-9

From the creator of the hugely popular Vocabulary Ninja comes a handbook of photocopiable resources to transform primary pupils into comprehension ninjas! Comprehension Ninja for Ages 8-9 features 24 high-quality non-fiction texts, linked to the National Curriculum, with photocopiable activities that help embed reading skills and improve comprehension. Here are the 24 carefully selected topics that are covered in this book:

- SOLDIERS' ARMOUR
- ANGLO-SAXONS
- THE LAKE DISTRICT
- VIKINGS AND LINDISFARNE
- THE DIGESTIVE SYSTEM
- PHARAOS AND MUMMIES
- ORIENTEERING
- HORRID HENRY VIII
- THE RIVER GANGES
- COUNTRY STUDY: RUSSIA
- ANTI-BULLYING WEEK
- GUIDE DOGS
- ROMAN BRITAIN
- RAMADAN AND EID
- LIFE WITH ELECTRICAL APPLIANCES
- SPARTAN LIFE
- GREAT INVENTORS
- HOWARD CARTER
- TEETH
- RIVERS OF THE WORLD
- BOUDICCA
- FOOD CHAINS
- ANIMAL HABITATS
- CHIMPANZEES



COMPREHENSION NINJA

# Reading- Home Reading

## Implementation



Children who are not able to blend sounds are provided with picture books to practise telling a story. Once children are able to blend Set 1 Sounds, they take home a sound blending book.

| <u>Read Write Inc Group/ Stage</u> | <u>Read Write Inc Book (Fluency Focus)</u> | <u>Book Bag Book</u> |
|------------------------------------|--|----------------------|
| Set 1 Speed Sounds                 |  | Sound Blending Books |
| Set 1 Ditty                        |  | Sound Blending Books |
| Set 1 Red                          | Red- group book                            | Red                  |
| Set 2 Green                        | Green- group book                          | Green                |
| Set 2 Purple                       | Purple- group book                         | Purple               |
| Set 2 Pink                         | Pink - group book                          | Pink                 |
| Set 3 Orange                       | Orange- group book                         | Orange               |
| Set 3 Yellow                       | Yellow- group book                         | Yellow               |
| Set 3 Blue                         | Blue- group book                           | Blue                 |
| Set 3 Grey                         | Grey - group book                          | Grey                 |

**Note-** some groups may be mixed due to staffing. Where this is the case, the staff member will assess which colour is best to use for the group book. Children will receive a book bag book based on their most recent phonic assessment level.

Once children move off the RWI scheme, children are given their reading stage based upon their NGRT reading age assessment.

| <u>Reading Age</u> | <u>Reading Stage</u> |
|--------------------|----------------------|
| 6.6                | Purple               |
| 7.0                | Gold                 |
| 7.6                | White                |
| 8.0                | Lime                 |
| 8.6                | Brown                |
| 9                  | Grey                 |
| 10                 | Dark Blue            |
| 11                 | Burgundy             |

If children are working below the expected reading stage for their year group, they are given a ZPD range. This allows adults in school to track small steps of progress. These children will update their NGRT reading assessments more regularly to assess their progress.

| <u>Year Group</u> | <u>Reading Age</u> | <u>ZPD Range</u> |
|-------------------|--------------------|------------------|
| Year 4            | Below 8.0          | 4.1-4.3          |
| Year 5            | Below 8.0          | 4.1-4.3          |
| Year 5            | Below 8.6          | 4.5-4.7          |
| Year 6            | Below 8.6          | 4.5-4.7          |
| Year 6            | Below 9.0          | 5.0              |

# Reading- Home Reading

Our STRIVE FOR FIVE reading initiative encourages children to read at home regularly- children earn a raffle ticket for the reading raffle each week in Celebration Assembly. One child from each Key Stage gets chosen in the assembly and wins a book from the reading trolley.



Implementation



## Reading

The number of children reading at home and requesting to read in school is increasing - the amount of raffle ticket entries per class into the STRIVE FOR FIVE initiative is increasing each week.

Year 6 children scored well in their most recent assessments and explained that they feel they are well equipped to answer the range of reading questions due to studying the different reading content domains.

Whole class books excite and entice children keeping them interested in their reading learning.

Using a range of non-fiction texts as well as fiction texts in whole class reading sessions ensures children are well equipped to read and understand non-fiction texts across the curriculum.

Teacher subject knowledge and skills in planning effective questions in reading is improving. Children speak fondly of their library time as well as the time they spend in their reading corners.

Children are immersed in a vocabulary -rich environment and exposed to high level vocabulary across the curriculum.



Monday 16th January 2023

V. A 'Comment' is a window that opens like a door ✓

I - I think they'd bound her because perhaps in a bag they know she's close to him so are going to question her. ✓

P - I think Bess will be questioned but she will refuse to tell them anything so they'll kill her. ✓

E - 'There was death at every window' gives me the impression there's an aura of death and fear around the inn. ✓

R - 2 words that rhyme are: 'side' and 'ride'. ✓

S - In the book so far the highwayman has rode to the inn to tell her (Bess) that he is going to steal some things and he has not returned but King George's men have bound Bess and we don't know why yet. ✓

Friday 27th January 2023

Problem/Dilemma  
King George's men kidnap Bess and try to use information from her.

Build-up  
The Highwayman tells Bess she is going for a price (he's a thief)

Opening  
The Highwayman goes to the inn to see Bess, the landlord's daughter.

Resolution  
Bess pulls the gun's trigger so what he comes he knows something wrong she is dead.

Ending  
The Highwayman tries to run but can't & gets shot. Now they live together in the afterlife.

Main Characters  
The Highwayman  
Bess (The Landlord's daughter)  
King George's men

Wednesday 14th January 2023

Report

Wonder

Author: R.J. Palacio

I think the book will be about a boy who is called Wonder because he has one eye, his ears look messed up and it says 'Wonder' above his eyes.

I think the genre will be about a longer, established story.

I don't know if I like it because I haven't read a longer established story.

I think the book is called Wonder because he thinks why was he born like this.


After reading the blurb I think I will like this book because little bit.

Main Characters: Aquest  
Family: Dad, Mom and Via

He wishes he had an ordinary life and safe.

Monday 9th January 2023

To make a prediction



I think a 'highwayman' is perhaps an old-fashioned criminal or just somebody who steals. I think this because of 'the highway rat' by Julia Donaldson because some main things about both, particularly clothes and the horse, are similar and 'the highway rat' might've been based off this book.

I think the genre of this book might be adventure because of the story about stealing, which sounds quite adventurous.

I think this book is about a thief who steals and hides his/her identity, I also think it is set a long time ago because of the outfit.

Tuesday 10th January 2023

The Highwayman Days 1 & 2

T. Tonight means overthinking or outpacing.

I. The weather in the opening scene is gloomy, with a torrent of rain. I also know this is night because it mentions the moon twice. The moon was a ghostly galleon and the road was a ribbon of moonlight.

R. Some Alliteration in 'Ghostly Galleon' from the sentence 'The moon was a ghostly galleon tossed upon the cloudy sea'.

E. I think the Highwayman is an aggressive person is an aggressive person because I believe perhaps mentioned him (Highwayman) carrying a pistol.

Thursday 5th January 2023

V. 1. The words 'boiling' and 'booming' suggest that the sea is rough and wild.

V. 2. His eyes turned green because the sea covered his head.

R. 3. The iron man was standing on a cliff on the first page.

S. 4. The robot fell off the cliff than he lost all his body when he landed in the sea he fell side so his eyes turned green. But like 'did you know he could put him back together'.

Friday 6th January 2023

V.E. 1. Whallowing around means rolling around so I also think he felt betrayed and sad.

A. 2. I think heath planned to try kill him but he thought it would only crash.

A. 3. The farmers closed the hole to stop the iron man.

A. 4. I think the farmers approached the hole carefully because they were waiting for the iron man.

I feel bad for the iron man but I think that he might escape at night when they sleeping.