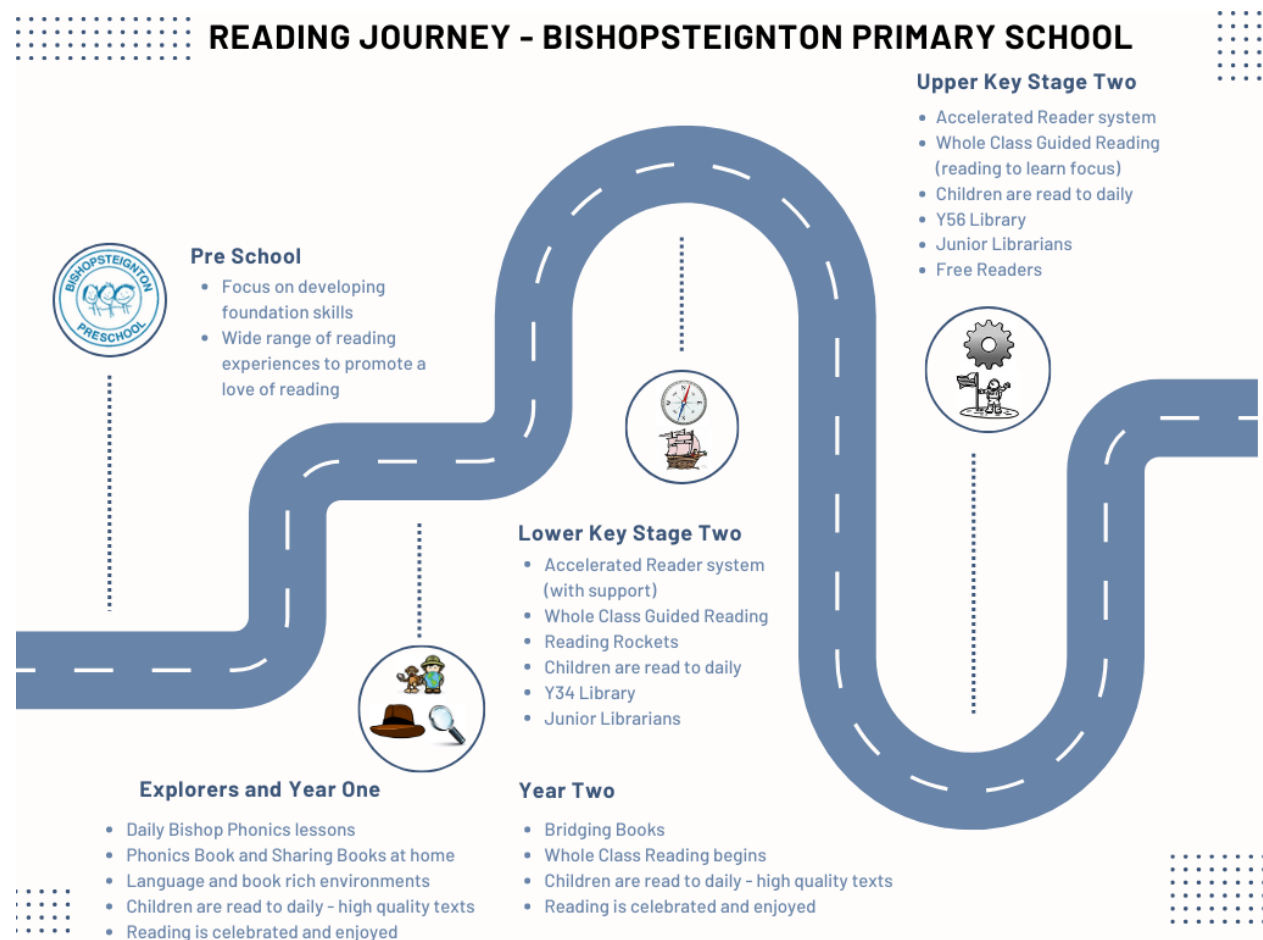


BISHOPSTEIGNTON PRIMARY SCHOOL

READING JOURNEY

Overall Intent
A reader from Bishopsteignton will: - Learn to read, regardless of their background, needs or abilities. - Know which books they enjoy and read for pleasure. - Have the skills needed to enable them to read to learn. - Have a secure understanding of phonics by the end of KS1. Click here to see our Reading Curriculum Plan



Further information about each stage of our reading journey can be found below.

Preschool

Lots of our children start their school journey at Bishopsteignton Preschool. Staff at the setting carefully plan for a range of activities which concentrate on developing their hearing, listening, speaking, recognising rhyme, feeling rhythm, hearing alliteration, phonological awareness and oral blending and segmenting (Phase 1 of Bishop Phonics.) These skills ensure a solid and secure introduction to their reading journey and prepares them for EYFS.

The activities are mainly adult-led and can be delivered through whole group activities or continuous provision e.g. making loud and quiet sounds with musical instruments or making animal sounds with the farm animals. Our provision is language-rich and follows the interests of the children wherever possible through high-quality play activities.

Sharing books, reciting nursery rhymes, singing and telling stories are an integral part of children's reading experience at Preschool and, as in EYFS, texts are celebrated, shared and can form the basis of further activities within the continuous provision.

To involve our parents, observations are shared on Tapestry of children sharing books in the setting and parents are told about the weekly focus book in a weekly post.

EYFS (Explorers) and Year One

- **Daily Bishop Phonics Lessons**

Our EYFS and Year One children are taught to read through [Bishop Phonics](#) through daily phonics lessons and learning opportunities built into the wider curriculum.

- **Phonics Book and Sharing Books**

Children take home two books per week.

Book One -

One is for children to read to adults at home - this is their phonetically decodable book which has been carefully chosen and matched to our phonics programme. We ask children to read their phonics books at least three times in order to support vocabulary development, comprehension skills and confidence building (more information can be found in our Reading Records). These books come from a mix of publishers to ensure that children have exposure to a wide range of styles, fonts and illustrations.

Bishopsteignton School
Phase 2: Set 5
Sounds: h, b, f, ff, l, ll, ss





(a selection of our Bishop Phonics books)

Book Two - Sharing Book (Reading Together for Pleasure)

The other book is chosen by the child from our library for them to share with adults at home for pleasure. Children would not be expected to read the words independently, but will enjoy listening to the story and discussing the text and pictures.

All types of reading can be logged in our Bishop Reading Records.

Overview of EYFS/Y1 Reading Record - <https://youtu.be/Nviiqpt9Njo>

- **Language and book-rich environments**
- **Children are read to daily - high quality texts**
- **Reading is celebrated and enjoyed**

EYFS

In EYFS we continue to build the foundations of learning which will prepare the children for our Key Stage 1 curriculum. Our EYFS curriculum is language-rich and encourages children to take pleasure in books and acquire knowledge across the broader curriculum. The children are read to throughout the day, every day, from a range of high-quality texts and have independent access to a broad range of books. Texts are celebrated with the children and some become familiar texts which the children are able to retell and re-read, and the language of which the children will be able to use confidently and appropriately in a range of contexts.

	Autumn Term	Spring Term	Summer Term
Focus Texts	Nursery Rhymes/Stories Fox Got my Socks – Hilda Offen The Little red Hen Our History (NF) Rama And Sita Peace at Last -Jill Murphy Dear Santa – Rod Campbell	The Great Race – Emily Hiles I am A Firefighter (NF) Goldilocks and 3 Bears Little Red Riding Hood Give us a Smile Cinderella -Steve Smallman Supertato-The Great Eggscape -Sue Hendra	What the ladybird Heard Julia Donaldson The Enormous turnip Minibeast Poems The Very Hungry Caterpillar – Eric carle Animal Poems Olivers Vegetables – Vivian French Somebody Swallowed Stanley – Sarah Roberts
Other pictures books and stories to enhance learning	<i>Only One You</i> - Linda Kranz <i>Elmer</i> - David McKee <i>Super Duper You</i> - Sophy Henn <i>Welcome to Our World</i> - Moira Butterfield <i>Marvellous Me: INside and Out</i> - Lisa Bullard <i>The Lion Inside</i> - Rachel Bright <i>Here We Are</i> - Oliver Jeffers <i>The Smeds and the Smoos</i> - Julia Donaldson <i>Funnybones</i> - Janet and Allen Ahlberg <i>You Choose</i> - Pippa Goodhart & Nick Sharratt	<i>Emergency</i> - Margaret Mayo <i>Dig, Dig, Digging</i> - Margaret Mayo <i>Heroes who help Us</i> - Liz Gogerly <i>When I Grow Up</i> - Patrick George <i>Rosie's Hat</i> - Julia Donaldson <i>Mog and the V.E.T</i> - Judith Kerr <i>Supertato</i> - Paul Linnet & Sue Hendra <i>The Paperbag Princess</i> - Robert Munsch <i>Look out - it's a Dragon</i> - Jonny Lambert <i>The Princess & The pea</i> - alternative versions <i>Zog</i> - Julia Donaldson <i>Rapunzel</i> (there are interesting alternative versions by Bethan Woolvin	<i>Superworm</i> - Julia Donaldson <i>Mad About Minibeasts</i> - Giles Andreae <i>The Big Book of Bugs</i> - Yuval Zummer <i>Croc and Bird</i> <i>Oliver's Vegetables</i> - Vivian French <i>Yucky Worms</i> - Vivian French <i>What the Ladybird Heard</i> - Julia Donaldson <i>Aargh! Spider!</i> - Lydia Monks <i>The Very Hungry Caterpillar</i> - Eric Carle <i>Here We Are</i> - Oliver Jeffers <i>What the Ladybird Heard at the Seaside</i> - Julia Donaldson <i>The Shark in the Dark</i> - Peter Bently

	<i>There is no Dragon in this Story</i> - Lou Carter <i>Babushka</i> - Dawn Casey <i>The Story Tree</i> - Hugh Lupton <i>The Leopard's Drum</i> - Jessica Souhami <i>Chicken Little</i> (also known as 'Henny-Penny')	<i>& Rachel Isadora</i> <i>Nat Fantastic</i> - Giles Andreae <i>Super Daisy</i> - Nick Sharratt and Kes Gray <i>Ten Little Superheroes</i> - Mike Brownlow <i>Traditional Tales:</i> <i>Cinderella</i> / <i>Goldilocks and the Three Bears</i> / <i>The Little Red Hen</i> / <i>Little Red Riding Hood</i> / <i>The Three Billy Goats Gruff</i> / <i>The Three Little Pigs</i> / <i>Jack and the Beanstalk</i>	<i>Two Monsters</i> - David McKee <i>Mister Seahorse</i> - Eric Carle <i>Commotion in the Ocean</i> - Giles Andreae <i>Sharing a Shell</i> - Julia Donaldson <i>Dogs Don't Do Ballet</i> - Anna Kemp and Sara Ogilvie <i>The Night Pirates</i> - Peter Harris <i>The Pirate Tree</i> - Brigita Orel <i>Polly Parrot Picks a Pirate</i> - Peter Bentley
Poems, Rhymes and Song	<i>I've got a body, a busy body</i> <i>1,2,3 It's good to be me</i> <i>One finger, one thumbs, keep moving</i> <i>Heads, shoulders, knees and toes</i> <i>Humpty Dumpty</i> <i>Hey Diddle Diddle</i> <i>My Very First Mother Goose</i> - Iona Opie <i>When Goldilocks went to the house of the Bears</i>	<i>London's Burning</i> <i>Old MacDonald had a farm</i> <i>10 Little Monkeys Jumping on the Bed</i> <i>There are lots of people to help us</i> <i>The Being Helpful Song</i> <i>The Farmer plants the seeds</i> <i>1-10 Super Song</i> <i>If you're super and you know it</i> <i>Who will fight the fierce dragon?</i> <i>Fly, Dragon, Fly</i> <i>Anyone Seen My Dragon</i> - Roger Stevens	<i>Out and About</i> - Shirley Hughes <i>Growing Seeds song</i> <i>I'm a little seed, small and round</i> <i>The Farmer plants the seed</i> <i>I'm a little bean</i> <i>Ten Little Fishes</i> <i>1,2,3,45 Once I caught a fish alive</i> <i>Down at the bottom of the deep, blue sea...</i> <i>Environment Song</i>
Non-fiction texts	<i>Look inside your body</i> - Usborne <i>Your Fantastic, Elastic Brain</i> -JoAnn Deak and Sarah Ackerley <i>Human Body</i> - Shine a Light <i>All about Families</i> - Usborne <i>Marvelous Me</i> - Inside and Out <i>All about Me</i> - National Geographic	<i>Busy People</i> - Firefighter/ Police/ Doctor/ Vet/ Teacher <i>People Who Help us</i> - Police Officer <i>People Who Help us</i> - Vet <i>People Who Help us</i> - Farmer <i>Knights and Castles</i> - Usborne <i>Castles</i> - Colin Thompson	<i>But Why Can't I?</i> - A book about rules - Sue Graves and Desideria Guicciardini <i>My Little Book of Big Freedoms</i> -Chris Riddell and Amnesty International <i>Life on Earth: Ocean</i> - Alexander Heather <i>RSPB - First book of the seashore</i> <i>1001 Things to spot in the Sea</i> - Usborne

Year One

Learning in Year One builds on the foundations of Preschool and EYFS. We aim to widen children's knowledge of texts and authors, including non-fiction and poetry. We also aim to sustain children's stamina in listening to and reading texts by gradually increasing the length of text and period of time they are listening for. We support children in making connections within books.

Children are able to choose the book that is read to them by an adult at the end of the day as they enter the class each morning.

- **Additional Support**

We run catch-up phonics sessions for children who need some extra support with their reading development. These are reviewed regularly, alongside senior leaders, in order to assess their effectiveness.

Where circumstances mean that children are not reading regularly at home, we ensure that children read with an adult in school at least three times a week.

Parents are invited in to workshops and teachers frequently engage in conversations around how to support children's reading at home, both through parents' evenings and more informally. There is also guidance in our Reading Records and on our website.

Year Two

When children have completed the phonics programme, usually by the start of year two, the decoding of most regular words and common exception words will be embedded fully. At this stage, the range of books that children can read independently will begin to expand rapidly.

We continue to encourage daily reading, out loud to an adult throughout year two and the benefits of this are explained to parents.

Children move on to our 'Bridging Books' at this stage. These books are a vital stage in supporting children to become independent readers.



(a selection of our Bridging Books)

Our 'Bridging Books' are organised so that throughout the year, children will be exposed to more challenging vocabulary and increasing sentence length. Within each stage of the journey, there

are also 'challenge books' - labelled with a purple sticker - which can be longer texts (chosen to help build reading stamina) or texts with more complex vocabulary, structure or layout. Children are supported by adults to choose books over the year, their role being to ensure that pupils have the skills to make appropriate choices.

In year two, we still encourage children to read their reading book more than once in order to build their fluency and comprehension. Children should continue to read aloud to an adult.

As well as their 'bridging book', children will be able to choose a book to read for pleasure from our library to share with adults at home. This could be logged on the bookshelves at the end of their reading record, along with any other texts from home or elsewhere.

As the year progresses, children will also have increased opportunities to 'quiz' on their book as their first introduction to Accelerated Reader (AR). This process is supported by an adult until children are able to complete quizzes successfully independently. In Key Stage Two, children use the AR system to quiz on every book they read to check their comprehension and measure progress. We want our year two children to feel confident to do this independently when they reach year three.

- **Whole Class Guided Reading**

Whole Class Guided Reading is introduced in the Autumn Term in year two. This offers children the opportunity to be exposed to increasingly challenging texts, have time to explore a text in depth and discuss it with their peers, whilst developing key reading skills. For further information, see KS2 section below. Please note - the 's' VIPER in KS1 relates to sequencing rather than summarising.

- **Children are read to daily - high quality texts**
- **Reading is celebrated and enjoyed**

Children continue to be read to every day in KS1 and books are celebrated and enjoyed throughout the curriculum. High quality texts are shared and discussed to establish the foundations for learning in other subjects. Teachers re-read stories to children and talk about them to build familiarity and develop understanding.

Poetry and rhymes are shared on a regular basis. Favourite poems are revisited and children enjoy joining in with these chorally.

Each morning, children in KS1 vote for their whole class read at the end of the school day. This text is read to them by an adult, whilst other adults hear individual readers. Literacy units are often centred around a core text.

Other children are identified to be listened to on a 1:1 or small group basis at other points in the day through discussions between leaders and teachers based on assessments.

- **Additional Support**

Teachers frequently reflect on the progress of the children in their classes and work alongside partner teachers to assess on a half termly basis. This information feeds into a Pupil Dialogue meeting where children are highlighted for further support, either through specific intervention or a focus within everyday lessons. We also work alongside a Specialist Dyslexia Teacher who started supporting children where we had significant concerns about progress. She has identified the small steps that are needed to facilitate progress that are delivered through 1:1 support and within everyday teaching.

Parents

We have encouraged our parents to be part of the Bishop Phonics and Reading journey, producing videos and information that can support what we are doing in school and also give them the confidence and knowledge at home to enjoy reading with their children.

Key Stage 2 (Discoverers and Voyagers, Inventors and Pioneers)

- **Accelerated Reader**

At Bishop we use the Accelerated Reader (AR) Scheme. AR is fully embedded in our school and is an important part of our reading provision. Our school libraries are very well stocked with a diverse range of high quality texts. We ensure that shelves are regularly restocked through our partnership with the School Library Service. The AR scheme uses a specific range of books to target children's reading and then quiz to test their comprehension of what has been read. We monitor the use of AR carefully so that we track the children to ensure they are quizzing consistently and reading books that challenge and extend them.

Children are given time to read their books in school but are also encouraged to read outside of school as reading always forms one of our Home Learning activities. We aim to support children in reading for sustained periods of time at this stage in their reading development.

- **Year 3 and 4 Library**

Outside of the Year 3 and 4 classrooms is a smaller shared library through which we are able to further target the book sections to the needs, levels and interests of the children. These books are carefully selected to ensure that they are age appropriate. This library is well-stocked with current, diverse texts that support children's reading journey from short chapter books into novels.

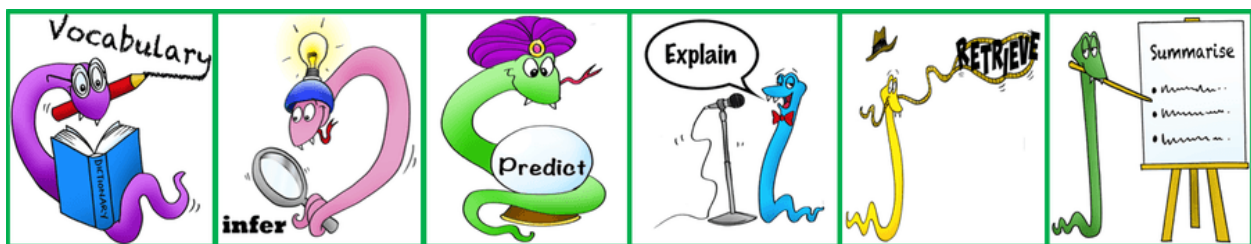
- **Whole Class Guided Reading**

Our Whole Class Guided Reading sessions from Y2 to Y6 offer children increased exposure to a broad range of challenging texts (fiction, non-fiction and poetry) and the opportunity for class discussion. They aim to develop children's fluency and accuracy in reading whilst also developing skills in comprehension.

Texts in Year 3 and 4 are chosen for a range of purposes, similarly to our whole class reads. Sometimes, texts are chosen in order to work on a specific reading domain (VIPERS is an acronym for the 6 main reading domains and using them allows teachers to ensure children are exposed to a range of question styles about the texts they read); sometimes to expose children to texts which are more challenging than they could access independently; sometimes due to their structure (e.g graphic novels, non-linear time sequences, alternative narrators); sometimes these are topical and link to other curriculum areas (e.g Ancient Egypt, Anti-Bullying Week, Black History Month)

We also use the sessions to give children a taster of high-quality books in the school library which are being overlooked, and often find that this motivates them to broaden their independent reading choices.

The children will work as a whole class, in groups, in pairs and individually to answer - both orally and through written responses - increasingly complex questions presented in a variety of ways.



In addition to these sessions, children in year three and four benefit from regular guided reading sessions with smaller groups where teachers are able to hear each individual child read out loud and support their reading development.

- **Children are read to daily - high quality texts**

Daily reading continues in lower key stage two, with teachers sharing books at the end of each day. We regularly hold a 'Book World Cup' where children vote for their favourite book in each round, whittling down the 16 initial books to just one winner per class.



At other points in the year, end of day reads are chosen for a variety of purposes -

- to support and complement wider curriculum teaching
- to share new/current texts
- to explore class-specific topics/topics related to world affairs
- to act as windows and mirrors (explanation below)
- to expose children to texts which are good models for their writing
- to expose children to a wider range of genres/authors/text types (e.g books featuring archaic language, non-linear time sequences, narratively complex books)

We do not have set lists of books to be read aloud to avoid things being set in stone and to ensure that books chosen are current, allow professional choice for teachers and reflect the needs of the cohort. Book choices are monitored by the reading lead.

High Quality texts are used as WAGOLLS for children's writing units and shared reading and discussion around these texts is paramount to supporting the writing process.

Poetry and rhymes are shared on a regular basis. Favourite poems are revisited and children enjoy joining in with these chorally.

● **Junior Librarians**

Children first get the opportunity to apply to become a 'Junior Librarian' (one of our pupil leadership groups) in lower key stage two. More information about this role can be found in the UKS2 section below.

● **Additional Support**

Reading Rockets

This stage in our reading journey is one where we have identified that some children may need a little extra support and guidance. For this reason, we developed our 'Reading Rockets' group which runs for children in lower key stage two. Reading Rockets takes place in the library, ensuring children have a quieter, focussed space to read. Children read to adults and sometimes older children. AR reading is closely monitored and supported - including book selection, frequency of quizzes and quiz success.

As in KS1, teachers frequently reflect on the progress of the children in their classes and work alongside partner teachers to assess on a half-termly basis. This information feeds into a Pupil Dialogue meeting where children are highlighted for further support, either through specific intervention or a focus within everyday lessons. One effective strategy used in this team is 1:1 priority readers, where teachers and teaching assistants prioritise reading with key children at any given opportunity.

We also work alongside a Specialist Dyslexia Teacher who started supporting children where we had significant concerns about progress. She has identified the small steps that are needed to facilitate progress that are delivered through 1:1 support and within everyday teaching.

Upper Key Stage 2

- **Accelerated Reader**

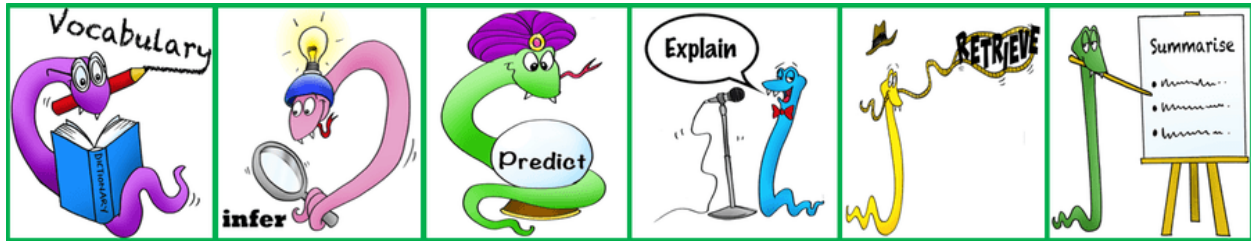
Children in Year 5 and 6 are very familiar with the accelerated reader system and can use it independently, although its use is still closely monitored by staff to ensure children are making progress and selecting appropriately challenging books. Children are given time to read their books in school but are also encouraged to read outside of school as reading always forms one of our Home Learning activities. Some children choose to quiz at home. Children are still encouraged to read aloud and we ask that sharing books continues at home too.

There continues to be an excellent range of age-appropriate, books for this age group and we ensure that children have access to a broad section of texts from varied authors. We ensure that texts are well-suited and appeal to the stage and interests of our children. Children often request books or series or books and these can be requested through our school library service exchanges.

- **Year 5 and 6 Library**

Year 5 and 6 children also have a library area in the shared space between their classrooms. Again, these books are carefully selected to ensure that they are age-appropriate and also appealing to the needs and interests of the cohort. We ensure that these books are well-stocked and showcase a range of established and newer authors across a variety of genres; whilst ensuring a good proportion of titles reflect today's world and contemporary themes. We want to ensure that children have access to stories as mirrors (allow us to see ourselves) as well as stories as windows (allow us to see the world; learn history; see other perspectives; embrace diversity)

- **Whole Class Guided Reading**



Whole Class Guided Reading sessions continue in Years 5 and 6, building on the work from previous years. There is a continued focus on ensuring reading is fluent and accurate, whilst building on comprehension skills. Children have opportunities to read aloud and good prosody is modelled and encouraged.

In upper key stage two, texts are more frequently required to be read independently by children ahead of a class discussion. Texts (fiction, non-fiction and poetry) are selected carefully and offer a suitable degree of challenge and increase stamina and pace of reading throughout the year. Lessons promote 'reading to learn', with texts often linking to the wider curriculum subjects and the information read being required for use and application in future lessons and activities.

There is an increased focus on written responses and the accuracy of these, with children largely working independently to answer questions following whole class input. Lessons offer children the opportunity to start to develop a critical stance.

- **Children are read to daily - high quality texts**

We want to ensure that children continue to enjoy being read to in upper key stage two. Pupil voice tells us that children are less likely to be read to at home at this stage of their reading journey. Teachers share books at the end of the day.

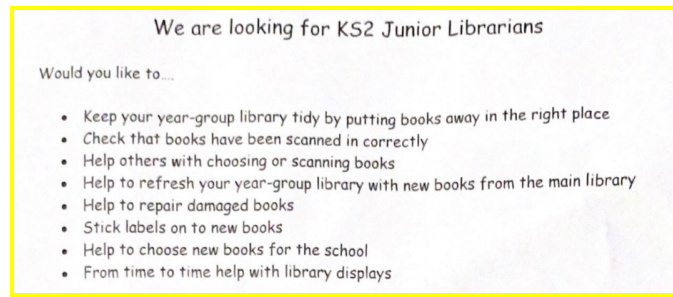
Similarly to in Y3/4, books are chosen for a variety of reasons. Teachers ensure that books chosen are of high quality and expose children to increasingly challenging themes and language.

Poetry is shared on a regular basis. Favourite poems are revisited and children enjoy joining in with these chorally.

Teachers, alongside leaders, select books for the following reasons -

- to support and complement wider curriculum teaching
- to share new/current texts and authors
- to explore class-specific topics/topics related to world affairs
- to act as windows and mirrors
- to expose children to texts which are good models for their writing
- to expose children to a wider range of genres/authors/text types (e.g books featuring archaic language, non-linear time sequences, narratively complex books)

Junior Librarians



Children have the opportunity to apply to become a Junior Librarian. This is a very popular pupil leadership group, with many children applying each time. Junior Librarians have a variety of important roles and responsibilities and support the smooth running of our libraries and act as role models to other children across the school.

- **Intrepid Readers**

“Lack of fear, dealing with the unknown”

Some of our more able, avid readers move away from the AR system during their time in Upper Key Stage two. This enables them to access additional books that are not on AR and also to undertake reading challenges promoted by the School Library Services.

- **Additional Support**

Pre-read sessions take place to support targeted groups of children to access the Whole Class Guided Reading sessions. These are effective in building children's confidence and skill level before reading challenging texts as a class.

Some children in Upper Key Stage Two continue to need regular 1:1 reading support, or targeted group intervention with an adult and this is facilitated. Strategies are constantly reflected upon through Pupil Dialogue Meetings to ensure that the needs of our children who are struggling with reading are being met.

Teachers liaise with families to support continued engagement with reading at home.