

Reading Curriculum Overview

Intent:

At Falmouth Primary Academy, we believe that reading is the gateway to learning and a vital life skill that underpins success across the curriculum. Our intent is to ensure that every child develops the ability to read fluently, confidently, and with enjoyment, enabling them to access knowledge, broaden their imagination, and foster a lifelong love of books.

We teach early reading through the systematic phonics programme Read Write Inc (RWInc), ensuring that children quickly secure the skills they need to decode and build fluency. As pupils progress, they move onto guided reading lessons, where they are supported to develop comprehension, vocabulary, and higher-level reading skills.

Carefully chosen texts form the heart of our reading curriculum. These are selected not only for their quality and age-appropriateness, but also to make meaningful links with our wider curriculum. This approach enriches pupils' learning in geography, history, science, and beyond, while also nurturing curiosity, empathy, and critical thinking.

By the end of their time at Falmouth Primary Academy, our intent is that all children will:

- Be fluent, confident, and motivated readers.
- Have a deep understanding of a wide range of texts and authors.
- Be able to use reading to support learning across the curriculum.
- Take joy and pride in reading for both knowledge and pleasure.

Through this approach, we aim to empower every child to see themselves as a reader, equipped with the skills and passion to continue their reading journey throughout their lives.



Implementation: Early Years

At Falmouth Primary we believe it is crucial for children to develop a life-long love of reading as directed by The Early years foundation stage statutory framework for group and school-based provider, (December 2023) and therefore reading for pleasure is at the heart of our curriculum.

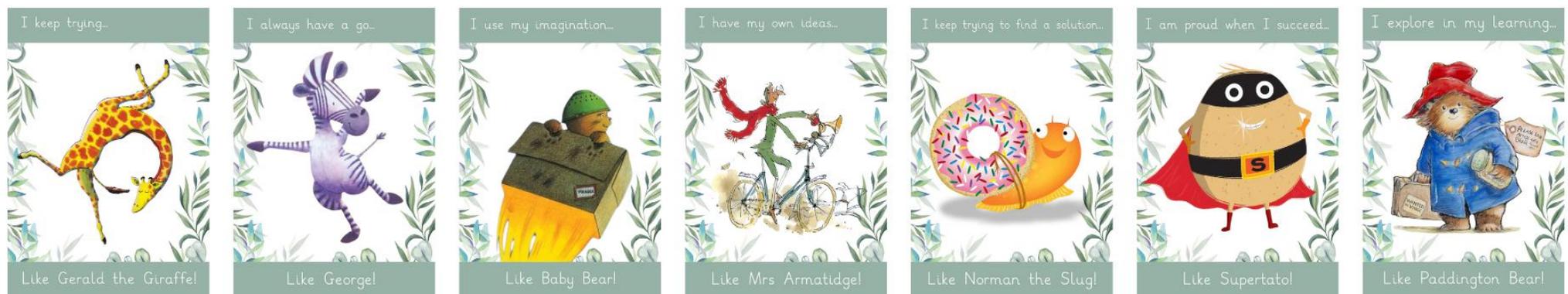
We teach children to read using the systematic and synthetic phonics programme Read, Write Inc. This also supports pupils with their writing and spelling learning. All staff have received RWI or Fresh Start training and are therefore able to offer high quality teaching to all pupils. RWI is taught in small groups which allows learning to be targeted at a level appropriate for all pupils and ensure steady progress for all learners. Pupils accessing RWI are formally assessed each half term to closely track progress, although adaptations to groupings can be made at any time.

Adults read frequently to children and engage them actively in a variety of genres including non-fiction, rhymes and poems. Our literacy planning introduces a new text, linked to our topic each week, with daily activities planned to explore the story further, such as new, key vocabulary which we explain, rehearse and add actions to help with recall. We explore story sequencing, questioning and orally composing sentences based on the story which helps to deepen children's understanding.

Our Characteristics of Effective Learning are encouraged through the use of much loved characters from our favourite stories, these books are read regularly and children are praised for learning behaviours, for example "I keep trying, like Gerald the Giraffe"!

We carefully design dedicated reading areas both inside and outside to entice all of our children to share stories together or independently and to instil the joy of reading.

At the end of every day, across the school we participate in "DEAR" time (drop everything and read) where we lower the lights and give a sense of wonder and elevation to the importance of reading together.



Implementation: Lesson Structure



Start of unit/ Contextual lessons

Pre-teach: Background/contextual knowledge Initial vocabulary/idioms Prior knowledge Grammar, syntax and punctuation.



Prior to lesson

Pre read full chapter or section of the text that the children will be exposed to in the following reading lesson.



Starter

- Share learning intention and focus skill for the lesson (this should be a reading focus). This is taken from reading progression document.
- Retrieval - Start the lesson with a recall activity to help activate prior learning. (Are the children remembering prior learning? Can they remember the reading skills that they have learned previously? What can they remember from the text that they read in the previous lesson? What new vocabulary did come across in the previous lesson?)
- Pre-teach key vocabulary children will encounter during the lesson with Wldgit for visuals (4 words). (MTYT for new vocabulary, definition of words, images to aid memory, display vocabulary in classroom for children to refer to and remember (large font).
- Include the sentence that includes the word from the text and display it on the slides with a visual (Wldgit)



Independent Reading

Display question

- I do - Teacher to model being a fluent, expressive reader, reading part of the extract to the children. Children listen to teacher reading (following with reading rulers) this should be a short, focused section from the book. (Best practice - Number alongside each line of the text so children can follow. T/TA to support chn who need help locating lines/words/starting points and ensure all are following - intervene if needed).
- We do - echo, choral reading or group paired, where children and the teacher read the same section of text simultaneously, perhaps to practise an extract with a specific skill or expression. Feedback using Oracy techniques (E.g Nest - T & TA interaction). T to model answer to question using shared feedback/ideas.



Learning Task

Display question/task

- You do - all children read, independently or in pairs/trios and the teacher and TA circulate to listen and assess:Independent/pairs/group to complete a learning task that helps them to engage more deeply with the text.
- Tasks should not be writing heavy - E.g Hot seating comprehension (prediction, questioning, clarifying, summarising, activating prior knowledge), SAT's style questions (for both KS1 and KS2). Feedback using Oracy techniques as class.
- Teacher and TA to be dynamic and respond across the class to accelerate progress
- For children who need support with accessing the text - this may involve the TA reading and the children following the text or the children reading with the TA or the children having a go with reading independently/paired reading and the TA circulating and listening.
- Support strategies should be in place to help chn locate words and track reading. This could be extracts with numbered lines, post it notes to mark key sections or adult support.
- Children who are being supported by a TA must be included within the whole class, not separate to the class. They must be part of the whole-class session, listening to the teacher modelling the reading and then working with the TA as support if appropriate.

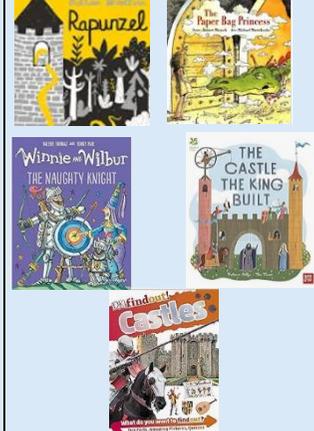


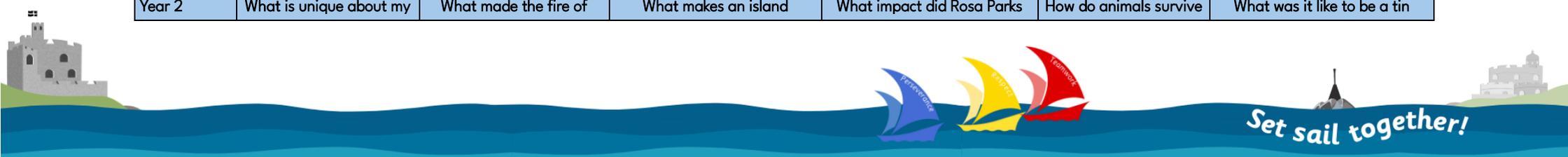
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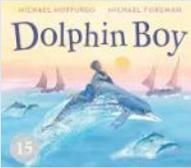
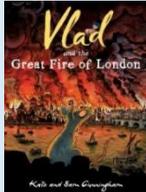
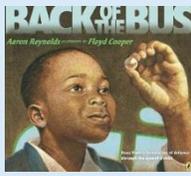
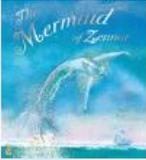
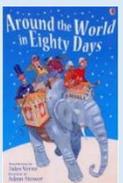
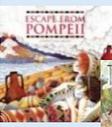
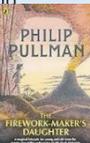
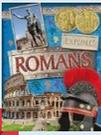
- Bring the class back together again, drawing out key learning and addressing misconceptions.
- Identify ways in which the children can use these skills in the future.
- Book Talk Questions or comprehension strategies
- Link back to today's learning intention and focus for the lesson referring back to the reading skills and strategies used today.
- What was the key learning and skills in today's session? When can we use these skills in our Literacy lessons or in future reading?

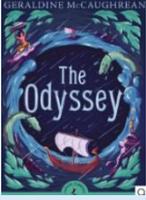
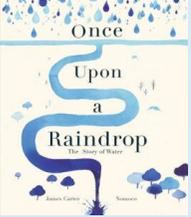
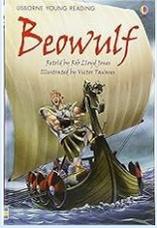
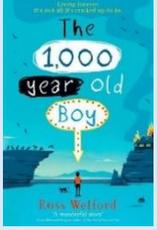
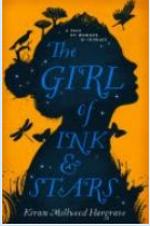
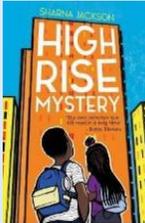
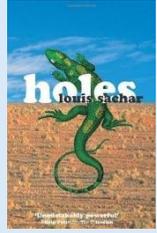


Reading Spine

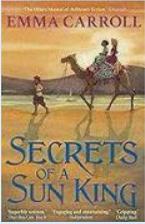
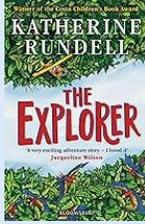
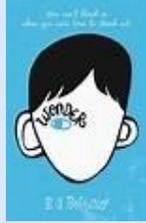
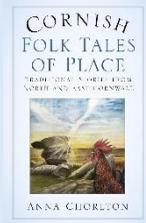
Falmouth Primary Academy Guided reading text overview 25 26						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What makes me marvellous?</p>  <p>Out and about by Shirley Hughes Super Duper You by Sophy Henn Superpower like mine by Dr Ranj I love me by Marvyn Harrison. Martha Maps it Out by Lee Hodgkinson</p>	<p>How have toys changed?</p>  <p>Toys and games by Sally Hewitt Toys around the world by Joanna Brundle The Velveteen Rabbit by Margery Williams Kid Christmas: of the Claus brothers toy shop by David Litchfield The Squirrels who squabbled by Rachel Bright</p>	<p>Where is coldest in our world?</p>  <p>Snow Bear's Surprise by Piers Harper The Last Polar Bears by Harry Horse. Einstein the Penguin by Iona Rangeley A Dot in the Snow by Corrinne Averiss and Fiona Woodcock. The owl who was afraid of the dark by Jill Tomlinson.</p>	<p>Who was Scott of the Antarctic?</p>  <p>The Emperor's Egg by Martin Jenkins and Jane Chapman. The lights that dance in the night by Yuval Zommer. Penguin Huddle by Ross Montgomery and Sarah Warburton. The Frozen Worlds by Jason Bittel Antarctica by Lucy Bowman.</p>	<p>What is the weather like today around the UK?</p>  <p>Meet the Weather by Carly Hart Rain before Rainbows by Smriti Hall Tree by Patricia Hegarty and Britta Teckentrup</p>	<p>Why does Falmouth have a castle?</p>  <p>The Paper Bag Princess by Robert Munsch and Martin Martchenko Winnie and Wilbur The Naughty Knight by Valerie Thomas and Korky Paul. The Castle the King Built by Rebecca Colby and Tom Froese. Rapunzel by Bethan Woolvin DK Find out Castles by Phillip Steele</p>
	Year 2	What is unique about my	What made the fire of	What makes an island	What impact did Rosa Parks	How do animals survive



	town, Falmouth?	London so great?	special?	have on America?	in the rainforest?	miner in Cornwall?
	<p>Dolphin Boy by Michael Morpurgo Martha maps it out – Leigh Hodgkinson Once upon a time map book – BG Hennesy Jolly Postman – The Albergs The little Gardener – Emily Hingley From Seed to Sunflower – Camilla De La Bedoyere</p> 	<p>Vlad and the Great Fire of London Kate and Sam Cunningham The Great Fire of London Susanna Davidson</p> <p>Katie in London – James Mayhew</p> 	<p>Kia Ora New Zealand –Sohan Chundururu Kiwi and Little Blue – Emily Brunner Kiwi; the flightless bird. – Chris Allen</p>  	<p>Rosa Parks – Lisbeth Kaiser Back of the Bus- Aaron Reynolds Rosa Parks takes the bus – Karen Clopton Rosa Parks – Mary Nhin</p>  	<p>If I ran the rainforest – Dr Suess Slow Samson – Bethany Cristou Go tell it to the toucan – Colin West Where the forest meets the sea – Jeannie Baker There's a rang tang in my bedroom- James Sellick What the Macaw Saw – Charlotte Guillian Slime? It's not mine – Clare Helen Welsh</p> 	<p>The Mermaid of Zennor – Charles Causeley Luley and the mermaid – Caroline Cross Tom and the Giant – Will Coleman Cornish Tales – Erci Quayle and Michael Foreman Cornish Folktales for children – Mike O'Connor</p> 
Year 3	<p>Are all countries of the world the same?</p>	<p>How did life change in Britain during prehistory? <i>The Stone Age vs Iron Age</i> 30,000BC -2500BC 1200BC – 600BC</p>	<p>What did the earliest civilisations have in common?</p>	<p>What makes our world shake, rattle and roll?</p>	<p>What was the Roman impact on Britain? <i>The Romans</i> 43AD – 410AD</p>	<p>What makes the River Fal amazing?</p>
	<p>Around the World in Eighty Days Jane Bingham</p> 	<p>Stone Age Boy Satoshi Kitamura The Ice Monster David Walliams</p>  	<p>Ancient World Magnified David Long</p> 	<p>The Street beneath my feet Charlotte Guillian Escape from Pompeii Christina Balit Firework Makers Daughter Philip Pullman</p>   	<p>Meet the Ancient Romans James Davies Explore! Romans Jane Bingham</p>  	<p>Song of the Dolphin Boy Elizabeth Laird A River Marc Martin</p>  

Year 4	Greece compared to the UK: is there really much difference?	Where can we see the influence of Ancient Greece on our world today?	What is unique about Peru?	Invaders: how does the Anglo-Saxon invasion compare to the Roman invasion?	Does describing the Vikings as vicious raiders portray them accurately?	What makes the coastline of Cornwall unique?
	<p>When fishes flew Michael Morpurgo</p> 	<p>The Odyssey Geraldine McCaughrean</p> 	<p>Once Upon a Raindrop: The Story of Water James Carter & Nomoco</p> 	<p>Beowulf Rob Lloyd Jobnes</p> 	<p>The 1000-year-old boy Ross Welford</p> 	<p>Orla and the serpent's curse C.J. Haslam</p> 
Year 5	Is the weather becoming more extreme and why?	Are the Ancient Maya the most successful civilisation in history?	Why is London our capital city?	How did the famous Tudor monarchs impact Britain?	How did the Victorians revolutionise Britain?	Is Falmouth the California of the UK?
	<p>Cosmic Frank Cottrell-Boyce</p> 	<p>The Girl of Ink and Stars Kiran Millwood Hargrave</p> 	<p>The London Eye Mystery Siobhan Dowd</p> 	<p>High Rise Mystery Sharna Jackson</p> 	<p>Cogheart Peter Bunzl</p> 	<p>Holes Louis Sachar</p> 



Year 6	Is Swanpool reliant on tourism?	How did the Egyptian beliefs affect how they lived and died?	How important are rainforests?	Why did the world go to war for the second time?	How far has transport come from the Packet Ships?	What powers Earth?
	<p>Coraline Neil Gaiman</p> 	<p>Secrets of the Sunset King Emma Carroll</p> 	<p>The Explorer Katherine Rundell</p> 	<p>The Machine Gunners Robert Westall</p> 	<p>The Wild Way Home Sophie Kirtley</p> 	<p>Wonder RJ Palacio</p> 
Year 6b	What was the significance of the Titanic?	What is it like to live in Tokyo?	What was Cornwall like in the Iron Age?	Does the coastline of Norway share any features with the coastline of Falmouth Bay?	Should we stop using all our natural resources?	How far has transport come from the Packet Ships?
	<p>All about Evolution Robert Winston</p> 	<p>Wild Way Home Sophie Kirtley</p> 	<p>Kensuke's Kingdom Michael Morpurgo</p> 	<p>Journey to Jo'burg: A South African Story Beverley Naidoo</p> 	<p>Wonder RJ Palacio</p> 	<p>Cornish Folktales of Place Anna Chorlton</p> 



Progression Map

Autumn	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Phonics & Decoding	<p>Read individual letters by saying the sounds for them. Set 1 single sounds and Set 1 'special friends.'</p> <p>Begin to orally blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p>	<p>Hear and recognise all of the 40+ phonemes.</p> <p>Match all 40+ graphemes to their phonemes in Set 3.</p> <p>Know which parts of words can be decoded using phonics.</p>	<p>Know that phonemes may be represented by different graphemes.</p> <p>Know that the same grapheme may be read in different ways.</p> <p>Recognise alternatives and consider which will make meaning.</p> <p>Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading.</p> <p>Understand that some words cannot be decoded with phonic strategies.</p>	<p>Know that phonics is one strategy to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that some words may have a similar pronunciation but may be written differently.</p>	<p>Know that phonics is one strategy to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that many words may have a similar pronunciation but may be written differently.</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p>
Fluency & Accuracy		<p>Identify all 40+ graphemes in reading.</p> <p>Know when to use phonic knowledge to decode words.</p> <p>Blend sounds in unfamiliar words based on known GPCs.</p> <p>Read phonically decodable texts confidently.</p>	<p>Understand the importance of decoding words automatically.</p> <p>Use the graphemes taught to blend sounds.</p> <p>Apply phonic knowledge so that reading is fluent</p>	<p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p>	<p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p>	<p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>



Spring	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3		Y5	Y6
Phonics & Decoding	<p>Read some letter groups that each represent one sound and say sounds for them. Set 1 special friends.</p> <p>Begin to orally blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Hear and recognise all of the 40+ phonemes.</p> <p>Match all 40+ graphemes to their phonemes in Set 3.</p> <p>Know which parts of words can be decoded using phonics.</p>	<p>Know that phonemes may be represented by different graphemes.</p> <p>Know that the same grapheme may be read in different ways.</p> <p>Recognise alternatives and consider which will make meaning.</p> <p>Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading.</p> <p>Understand that some words cannot be decoded with phonic strategies.</p>	<p>Know that phonics is one strategy to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that some words may have a similar pronunciation but may be written differently.</p>	Phonics & Decoding	<p>Read some letter groups that each represent one sound and say sounds for them. Set 1 special friends.</p> <p>Begin to orally blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Hear and recognise all of the 40+ phonemes.</p> <p>Match all 40+ graphemes to their phonemes in Set 3.</p> <p>Know which parts of words can be decoded using phonics.</p>
Fluency & Accuracy	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences</p>	<p>Identify all 40+ graphemes in reading.</p> <p>Know when to use phonic knowledge to decode words.</p> <p>Blend sounds in unfamiliar words based on known GPCs.</p> <p>Read phonically decodable texts confidently.</p>	<p>Understand the importance of decoding words automatically.</p> <p>Use the graphemes taught to blend sounds.</p> <p>Apply phonic knowledge so that reading is fluent</p>	<p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p>	Fluency & Accuracy	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences</p>	<p>Identify all 40+ graphemes in reading.</p> <p>Know when to use phonic knowledge to decode words.</p> <p>Blend sounds in unfamiliar words based on known GPCs.</p> <p>Read phonically decodable texts confidently.</p>



Summer	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3		EYFS	Y1
Phonics & Decoding	<p>Read some letter groups that each represent one sound and say sounds for them. Set 2 sounds.</p> <p>ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by soundblending.</p>	<p>Hear and recognise all of the 40+ phonemes.</p> <p>Match all 40+ graphemes to their phonemes in Set 3.</p> <p>Know which parts of words can be decoded using phonics.</p>	<p>Know that phonemes may be represented by different graphemes.</p> <p>Know that the same grapheme may be read in different ways.</p> <p>Recognise alternatives and consider which will make meaning.</p> <p>Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading.</p> <p>Understand that some words cannot be decoded with phonic strategies.</p>	<p>Know that phonics is one strategy to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that some words may have a similar pronunciation but may be written differently.</p>	Phonics & Decoding	<p>Read some letter groups that each represent one sound and say sounds for them. Set 2 sounds.</p> <p>ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by soundblending.</p>	<p>Hear and recognise all of the 40+ phonemes.</p> <p>Match all 40+ graphemes to their phonemes in Set 3.</p> <p>Know which parts of words can be decoded using phonics.</p>
Fluency & Accuracy	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Identify all 40+ graphemes in reading.</p> <p>Know when to use phonic knowledge to decode words.</p> <p>Blend sounds in unfamiliar words based on known GPCs.</p> <p>Read phonically decodable texts confidently.</p>	<p>Understand the importance of decoding words automatically.</p> <p>Use the graphemes taught to blend sounds.</p> <p>Apply phonic knowledge so that reading is fluent</p>	<p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p>	Fluency & Accuracy	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Identify all 40+ graphemes in reading.</p> <p>Know when to use phonic knowledge to decode words.</p> <p>Blend sounds in unfamiliar words based on known GPCs.</p> <p>Read phonically decodable texts confidently.</p>



Impact:

The impact of our reading curriculum is that children at Falmouth Primary Academy become confident, fluent, and enthusiastic readers who use their skills to access and enjoy learning across the curriculum.

*Through **Read Write Inc**, pupils quickly secure the foundations of phonics and fluency, enabling them to make strong progress from their individual starting points. Regular assessment ensures that children are taught at the correct level and that any gaps are identified and addressed swiftly, so that all pupils are able to succeed.*

*As pupils move into **guided reading**, they demonstrate the ability to read with understanding, engage with a wide variety of texts, and use strategies such as inference, prediction, and summarising to deepen their comprehension. Our carefully chosen books, linked to the wider curriculum, mean that children make connections across subjects, retain knowledge more securely, and apply their reading skills with purpose.*

By the time they leave Falmouth Primary Academy, pupils are able to:

- *Read fluently and with confidence across a range of genres.*
- *Understand and discuss complex ideas, themes, and vocabulary.*
- *Use reading to support their learning in all subjects.*
- *Demonstrate a genuine enjoyment of books and an eagerness to read widely.*

Ultimately, the impact of our approach is that children see themselves as successful readers, equipped with the skills, knowledge, and passion for reading that will support them in the next stage of their education and throughout their lives.

