

Reading (To be viewed alongside the Phonics and Early Reading Policy)

INTENT

At The Vine schools, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them. Reading is a platform that allows children to see beyond their immediate experience, share in cultural stories, and develop the vocabulary they need to express themselves effectively. Our reading curriculum strives to foster a lifelong love of reading by providing children with a wealth of diverse reading experiences, ensuring they understand the power of words and stories. We aim to create readers who can access, appreciate, and reflect on a range of texts and cultures, allowing them to develop into empathetic, reflective, and skilled readers.

At The Vine schools, we pay due regard to the Reading Framework (July 2023), which supports us in meeting the expectations set out in the Early Years Foundation Stage (EYFS) statutory framework and the National Curriculum. Our reading curriculum is designed to promote a love for reading, giving children the opportunity to read for pleasure and share books and stories both at home and in school. We believe these practices nurture a desire to read and make reading an integral part of their educational journey.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading across all areas of learning, through phonics, guided reading, independent reading, and reading across the curriculum. Our approach integrates synthetic phonics, shared reading, reading aloud, and regular independent reading opportunities. These essential components provide the variety of opportunities needed to develop fluent, enthusiastic, and critical readers. We also understand the significance of parents and carers in supporting the development of both word reading and comprehension skills. Thus, we strive to build strong home-school partnerships that encourage parents and carers to support reading at home with confidence.

Our aims for reading are to:

- Instil children with a lifelong love and enthusiasm for reading, recognising the value of reading as a life skill.
- Encourage children to become enthusiastic, reflective, and engaged readers by introducing them to quality texts from a range of cultures and styles.
- Develop children's understanding of different text types, including fiction, non-fiction, poetry, rhyme, and drama.
- Build children's confidence, fluency, and independence in reading for different purposes.
- Foster the ability to reflect on and be curious about what they have read, considering the language and punctuation choices made by the author.
- Bring stories to life through drama and role-play, immersing children in the text to further develop understanding and confidence.
- Ensure that all children have the phonics knowledge required to decode and read fluently.
- Prepare pupils by the end of Year 6 to read and write fluently, effortlessly managing the general demands of Year 7.

- Support children in reading widely across the curriculum to enhance their understanding of various subjects.

IMPLEMENTATION

In Reception and KS1, we teach reading through Little Wandle Letters and Sounds Revised, a systematic synthetic phonics programme. The Little Wandle Foundations approach is also adopted in our preschools to create a smooth transition to formal phonics teaching. We begin phonics instruction as soon as children start school, helping them build their knowledge of the alphabetic code and develop the skills they need to read and spell. Children are equipped with strategies to tackle unfamiliar words as they read, which is reinforced across all areas of the curriculum.

Phonics sessions take place daily for 20-30 minutes (increasing from shorter 10-minute sessions in Reception) and are enhanced with continuous provision in the Reception setting for exploration. Children have daily opportunities to read in school, through shared or group reading, 1:1 reading with an adult, story and rhyme times, book talk sessions, and independent reading in class. Reading is also integrated into the Talk for Writing approach in English, where key texts are selected across the year, linked to topics or protected characteristics. Pupils delve deeper into the texts, retell stories, and learn the key elements of different types of books.

In KS1, we also use the Little Wandle group reading sessions (where appropriate for cohorts and pupils), where groups of no more than six children read the same text three times per week. Each session focuses on one of the key elements of reading: decoding, prosody, and comprehension. When group sessions are not in place, children read 1:1 with an adult. In Year 2, pupils begin targeted questioning activities in the Spring term to develop their comprehension skills further.

Children are encouraged to read regularly at home, with their home reading book matched to their phonic knowledge, supported by the Big Cat Collins coloured book band progression. Teachers regularly read with and to the children, introducing them to a wide range of books, including stories, poetry, and information texts, which helps to expand vocabulary, comprehension, and writing skills.

We have developed a progression document for nursery rhymes, sentence stems, and a core book list to support language development and foster a love of reading throughout our schools. Classrooms feature attractive book areas with a wide selection of books to ensure that children always have access to a diverse range of texts, including fiction and non-fiction.

In KS2, children continue to read every day as part of their lessons and for pleasure. They also engage in guided reading sessions, learning to develop their reading skills through the VIPERS approach, which stands for Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise. VIPERS aids teachers in asking a range of questions that cover all aspects of comprehension and allows for targeted questioning and support.

Each guided reading session lasts 20 - 30 minutes, with one session dedicated to the class reader. Teachers plan carefully chosen texts that support both topic learning and the development of empathy, linking books to themes such as protected characteristics. These texts encourage children to consider perspectives beyond their own. Books are also chosen to ensure representation across a range of characters and settings.

Children in KS2 select books from a variety of quality texts in the classroom and school libraries, promoting a love of reading. Pupils who are reading books from the coloured book band progression continue to do so. Regular 1:1 reading, phonics interventions, and additional group reading sessions support those with gaps in phonics knowledge or reading abilities.

We celebrate reading together through school-based, local, and national initiatives, such as the Summer Reading Challenge, World Book Day, National Poetry Day, and author visits. These events promote a shared reading culture and encourage children to view reading as a joyful, collective experience. Books are celebrated throughout both the indoor and outdoor learning environments, with reading areas in EYFS and the opportunity for children to take books outside during playtimes.

All additional 1:1 reading and interventions are recorded on class record forms, with reading records used in Reception and KS1 to facilitate communication between home and school.

IMPACT

We aim for our children to become confident, expressive, and fluent readers with a clear understanding of a wide variety of texts. By the time children reach Year 6, we want them to be fluent enough in reading and writing to manage the demands of Year 7 and beyond. Through our reading curriculum, we strive to ensure that children can confidently engage with the world around them, developing empathy and cultural understanding in a setting that may not be particularly diverse.

The impact of our reading curriculum is assessed regularly. Assessment for learning occurs daily, identifying children who require additional support during reading sessions. This is supplemented by formative assessment through written comprehension tasks, where teachers can address misconceptions and gaps in understanding.

We also conduct summative assessments every six weeks to track progress, using NFER reading papers and practice SATS papers to inform teaching and interventions. Children in Year 1 take the Phonics Screening Check, and those not passing will re-sit the check in Year 2.

Through our targeted interventions, we aim to ensure that all children achieve the expected standard in reading and are equipped with the skills they need to succeed. Parents are informed of their child's progress through written reports at the end of the summer term and short reports during the Autumn and Spring parent-teacher interviews.

Ultimately, we want to ensure that our children are not only skilled readers but also empathetic individuals who understand the world from multiple perspectives. By fostering a love of reading and exposing children to a range of cultures and ideas, we prepare them to become well-rounded, socially conscious citizens.

CORE BOOK LIST – Academic Year 2024-2025

The Reading Framework (July 2023) emphasises that “Wide recreational reading expands pupils’ knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary. Such knowledge eases their access to the whole curriculum.” It also highlights that “reading is

a form of relaxation, a place to escape everyday challenges, and a source of entertainment. Reading allows readers to adopt new perspectives, develop empathy, and become more socially conscious.” At The Vine schools, we aim to promote a love of reading by providing children with opportunities to read for pleasure, share books, and engage with stories both at home and in school.

The DfE recommends selecting a set of core books for each year group, beginning in Early Years. Below is a suggested list of core books, considering:

- A variety of book types: traditional tales, classics, modern classics, non-fiction, mathematical stories, and poetry.
- A balance of male and female authors.
- A range of main characters (animals, boys, girls).
- Representation of human diversity and protected characteristics.
- A variety of settings and text complexities.

The following table presents a suggested core book list for the academic year. These books will serve as the foundation for deep engagement with reading, offering opportunities for repeated reading, reflection, and enjoyment. We believe in the importance of giving children the space to fully engage with the first reading, without any interventions such as predictions or questions, so that the magic of the text can unfold naturally.

	Preschool	Reception&KS1
Traditional Tales	Goldilocks and the Three Bears	The Gingerbread Man
	The Three Little Pigs	The Three Billy Goats Gruff
Classic Picture Books	The Very Hungry Caterpillar by Eric Carle	The Tiger who came to Tea by Judith Kerr
	Ten Little Fingers and Ten Little Toes by Mem Fox and Helen Oxenbury	Mrs Armitage on Wheels by Quentin Blake
	Peace at Last by Jill Murphy	We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury
	Dear Zoo by Rod Campbell	Whatever Next by Jill Murphy
	Farmer Duck - Martin Waddle	Where the Wild Things Are by Maurice Sendack
	So Much by Trish Cooke and Helen Oxenbury	Can't you sleep little bear? Martin Waddle
	Handa's Surprise – Eileen Browne	Elmer by David McKee
	The Very Busy Spider by Eric Carle	Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr and Eric Carle
	Where's Spot? by Eric Hill	Hairy Maclary by Lynley Dodd
		The Jolly Postman Alan and Janet Ahlberg
Modern Picture Books	Aaaarrgghh Spider by Lydia Monks	Aliens Love Underpants by Clare Feedman and Ben Cort
	Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees	A Squash and a Squeeze by Julia Donaldson and Axel Scheffler
	I Love Animals by Flora McDonnell	Commotion in the Ocean by Giles Andreae and David Wojtowycz
	Dinosaur Roar! by Paul and Henrietta Strickland	Oi Frog by Kes Gray and Jim Field
	Owl Babies by Martin Waddell	Stuck Oliver Jeffers
	Room on the Broom by Julia Donaldson and Axel Scheffler	Whatever next Jill Murphy
	Rumble in the Jungle by Giles Anreae and David Wojtowycz	The Snail and the Whale by Julia Donaldson and Axel Scheffler

	Shark in the Park by Nick Sharratt	The Wonder by Faye Hanson
	Sand Between my Toes by Caroline Cross and Jenny Duke	Clean up by Nathan Bryon
	The Gruffalo by Julia Donaldson	What the Ladybird Heard by Julia Donaldson and Lydia Monks
	The Train Ride by June Crebbin and Stephen Lambert	The Cat in the Hat by Dr Seuss
		Yr 2 other: The Magic faraway Tree by Enid Blyton The Enormous Crocodile by Roald Dhal
Maths Books	1, 2, 3, to the Zoo by Eric Carle	Actual Size by Steve Jenkins
	Colour Zoo by Lois Ehlert	Ernest by Catherine Rayner
	Mouse Count by Ellen Stoll Walsh	How Many? By Christopher Danielson
	One Ted Falls Out of Bed by Julia Donaldson and Anna Currey	
	Five Little Ducks by Penny Ives	
Non-Fiction	Brush, Brush, Brush by Alicia Padron	Tree by Britta Teckentrup
	10 Things I can do to Help my World by Melanie Walsh	Seed to Sunflower (lifecycles) by Camilla de la Bedoyere
	Farm Animals by National Geographic Kids	First Facts: Bugs by DK Children
Poetry and Rhyme	Twinkle Twinkle Little Star by Annie Kubler	Wriggle and Roar by Julia Donaldson and Nick Sharratt
	The Usbourne Nursery Rhyme Picture Book by Usbourne Books	The Great Nursery Rhyme Disaster by David Conway
	The Lucy Cousins Book of Nursery Rhymes by Lucy Cousins	The Usbourne Nursery Rhyme Picture Book by Usbourne Books
	If You're Happy and You Know It by Ladybird and Laura Stansfield	

	Year 3	Year 4
Traditional Tales	The Snow Queen by Hans Christian Andersen	The Arabian Nights (Various adaptations)
	Puss in Boots by Charles Perrault	The Jungle Book by Rudyard Kipling
	The Three Billy Goats Gruff (Various adaptations)	Robin Hood (Various adaptations)
	Jack and the Beanstalk (Various adaptations)	Aesop's Fables (Various adaptations)
	The Tale of Peter Rabbit by Beatrix Potter	The Adventures of Pinocchio by Carlo Collodi
Fiction	The Wind in the Willows by Kenneth Grahame	Alice's Adventures in Wonderland by Lewis Carroll
	Charlotte's Web by E.B. White	Heidi by Johanna Spyri
	The Wonderful Wizard of Oz by L. Frank Baum	The Secret Garden by Frances Hodgson Burnett
	The Twits by Roald Dahl	Matilda by Roald Dahl
	Flotsom (wordless) by David Wisener	Charlie and the Chocolate Factory by Roald Dahl
	Leon and the place between by Angela McAllister	Harry Potter and the Philosopher's Stone by J.K. Rowling
Maths Books	The Greedy Triangle by Marilyn Burns	Anno's Mysterious Multiplying Jar by Mitsumasa Anno
	How Big is a Foot? by Rolf Myller	Sir Cumference and the First Round Table by Cindy Neuschwander
Non-Fiction	National Geographic Little Kids First Big Book of Why by Amy Shields	The Story of the World: History for the Classical Child by Susan Wise Bauer
	A Child's Introduction to the World by Heather Alexander	Women in Science: 50 Fearless Pioneers Who Changed the World by Rachel Ignotofsky
Poetry and Rhyme	A Child's Garden of Verses by Robert Louis Stevenson	The Puffin Book of Utterly Brilliant Poetry edited by Brian Patten
	Where the Sidewalk Ends by Shel Silverstein	Poems to Perform by Julia Donaldson

	Year 5	Year 6
Traditional Tales	The Odyssey (Adapted for children)	Beowulf (Adapted for children)
	King Arthur and His Knights of the Round Table by Roger Lancelyn Green	The Canterbury Tales (Adapted for children)

	The Adventures of Robin Hood by Howard Pyle	Norse Myths: Tales of Odin, Thor, and Loki by Kevin Crossley-Holland
	Tales from Shakespeare by Charles and Mary Lamb	The Arabian Nights: Tales of 1001 Nights (Adapted)
	The Legend of Sleepy Hollow by Washington Irving	The Iliad (Adapted for children)
Fiction	The Chronicles of Narnia: The Lion, the Witch and the Wardrobe by C.S. Lewis	The Jungle Book by Rudyard Kipling
	The Secret Garden by Frances Hodgson Burnett	Alice's Adventures in Wonderland by Lewis Carroll
	Anne of Green Gables by L.M. Montgomery	Little Women by Louisa May Alcott
	The Miraculous Journey of Edward Tulane by Kate DiCamillo	The Tale of Despereaux by Kate DiCamillo
	Holes by Louis Sachar	Wonder by R.J. Palacio
	Skellig by David Almond	The Graveyard Book by Neil Gaiman
Maths Books	The Number Devil: A Mathematical Adventure by Hans Magnus Enzensberger	The Phantom Tollbooth by Norton Juster
	Mathematicians Are People, Too: Stories from the Lives of Great Mathematicians by Luetta Reimer and Wilbert Reimer	Why Pi? by Johnny Ball
Non-Fiction	Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavallo	Young, Gifted and Black: Meet 52 Black Heroes from Past and Present by Jamia Wilson
	The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer	Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly
Poetry and Rhyme	The Lost Words by Robert Macfarlane and Jackie Morris	A Child's Anthology of Poetry by Elizabeth Hauge Sword
	Old Possum's Book of Practical Cats by T.S. Eliot	Classic Poetry: An Illustrated Collection by Michael Rosen