



# Reading Curriculum Overview

## Intent:

At St Francis CE Primary School, our Reading curriculum is rooted in our Christian vision that “Every person matters, every person helps, every person succeeds,” enabling all children to **live life in all its fullness** (John 10:10).

Our intent is to ensure that all pupils become **fluent, confident, and enthusiastic readers** who develop a lifelong love of reading. Reading is at the heart of our curriculum and is fundamental to children’s learning, wellbeing, and future success.

In the early stages of reading, we use **Read Write Inc. (RWI)** to deliver a systematic, consistent, and rigorous approach to **phonics and early reading**, ensuring that children quickly develop secure decoding skills. As pupils move beyond phonics, they engage in **structured Guided Reading sessions**, where they develop comprehension, inference, vocabulary, and critical thinking skills.

A carefully selected **reading spine** underpins our curriculum, exposing children to a wide range of high-quality, diverse, and challenging texts. These texts enrich topic learning, develop cultural capital, and promote **reading for pleasure**, enabling children to make meaningful connections across the curriculum.

Reading at St Francis actively promotes our Christian values:

- **Courage** – tackling challenging texts and sharing ideas
- **Peace** – enjoying reading as a calm, reflective activity
- **Thankfulness** – valuing stories, authors, and the gift of literacy
- **Trust** – building confidence through consistent teaching and supportive discussion
- **Friendship** – sharing books, recommendations, and reading experiences
- **Hope** – inspiring aspiration, imagination, and belief in personal success

Our intent is that all pupils leave St Francis CE Primary School as **confident, capable readers** who enjoy reading, can access the wider curriculum independently, and are equipped with the skills and motivation to continue reading throughout their lives, enabling them to **live life in all its fullness**.

Every person matters, every person helps, every person succeeds.





## Implementation: Early Years

In the Early Years at **St Francis CE Primary School**, the impact of reading is seen in children who are enthusiastic, confident, and motivated to engage with books, stories, and early reading experiences. Reading learning supports the **EYFS framework** and aligns with **Development Matters**, particularly within **Communication and Language** and **Literacy**.

Children are immersed in a language-rich environment where stories, rhymes, and songs are shared daily. Using **Read Write Inc.**, children develop early phonological awareness, letter-sound knowledge, and blending skills, building secure foundations for early reading success.

Children demonstrate **courage** when attempting to read and share stories, **friendship** and **trust** through shared reading experiences, and **peace** through calm, enjoyable story times. Celebrating progress fosters **thankfulness** and **hope**, building confidence and a positive attitude towards reading.

By the end of the Early Years, children have developed strong foundations in **phonics, comprehension, and enjoyment of books**, preparing them to transition successfully into Key Stage 1 as confident, eager readers, supporting them to **live life in all its fullness**.

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# 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 KSI 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.



## Plenary

- 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?

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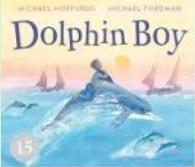
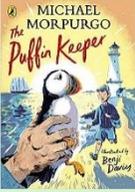
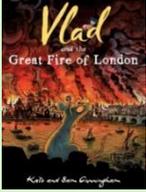
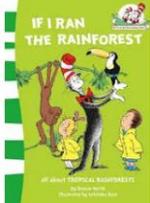
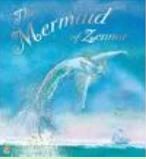
# St Francis Reading Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where does marvellous me live?	How have toys changed over the last 100 years?	What are the cold countries of the world?	Who was Scott of the Antarctic?	What is the weather like around the UK today?	Why does Falmouth have a caste?
Year 1	<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>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>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>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>Meet the Weather by Carly Hart            Rain before Rainbows by Smriti Hall            Tree by Patricia Hegarty and Britta Teckentrug</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 Woollvin            DK Find out Castles by Phillip Steele</p>

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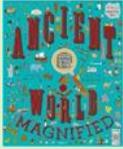
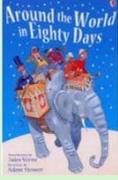
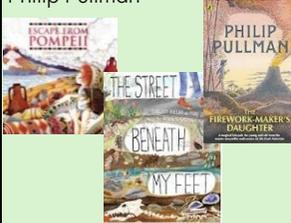
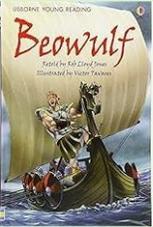
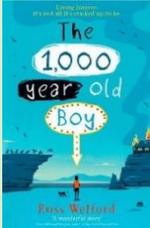
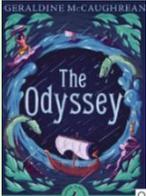


	What is unique about my town, Falmouth?	What impact did Rosa Parks have upon America?	What makes an island special?	How did the Great Fire of impact London?	What is a rainforest location like?	What was it like to be a tin miner?
Year 2	<p><b>Dolphin Boy</b> by Michael Morpurgo  <b>Martha maps it out</b> – Leigh Hodgkinson  <b>Once upon a time map book</b> – BG Hennesy  <b>Jolly Postman</b> – The Albergs  <b>The little Gardener</b> – Emily Hingley  <b>From Seed to Sunflower</b> – Camilla De La Bedoyere</p> 	<p><b>Rosa Parks</b> - Lisbeth Kaiser  <b>Back of the Bus</b>- Aaron Reynolds  <b>Rosa Parks takes the bus</b> – Karen Clopton  <b>Rosa Parks</b> – Mary Nhin</p>  	<p><b>The Puffin Keeper</b> - Michael Morpurgo</p> 	<p><b>Vlad and the Great Fire of London</b>            Kate and Sam Cunningham  <b>The Great Fire of London</b>            Susanna Davidson</p> 	<p><b>If I ran the rainforest</b> – Dr Suess  <b>Slow Samson</b> – Bethany Cristou  <b>Go tell it to the toucan</b> – Colin West  <b>Where the forest meets the sea</b> – Jeannie Baker  <b>There's a rang tang in my bedroom</b>- James Sellick  <b>What the Macaw Saw</b> – Charlotte Guillian  <b>Slime?</b>  <b>It's not mine</b> – Clare Helen Welsh</p> 	<p><b>The Mermaid of Zennor</b> – Charles Causeley  <b>Luley and the mermaid</b> – Caroline Cross  <b>Tom and the Giant</b> – Will Coleman  <b>Cornish Tales</b> – Erci Quayle and Michael Foreman  <b>Cornish Folktales for children</b> – Mike O'Connor</p> 

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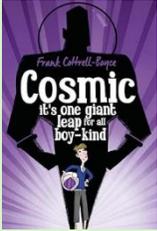
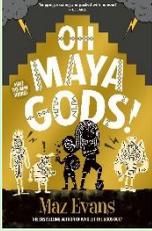
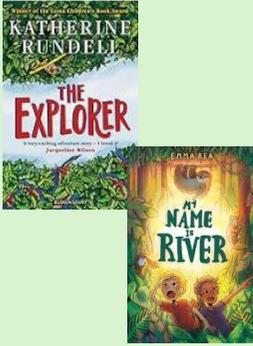
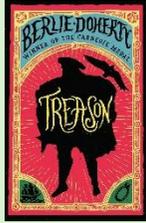
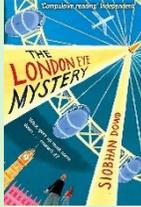
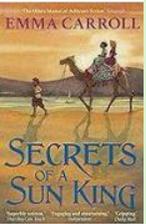
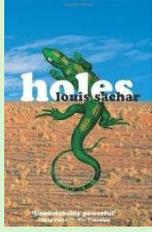
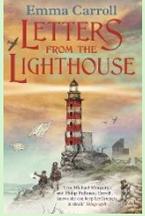
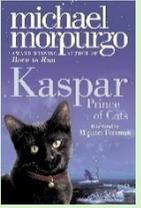


Year 3	<p><b>How did life change in Britain during prehistory?</b></p> <p>Stone Age Boy Satoshi Kitamura Stig of the Dump Clive King</p> 	<p><b>What did the earliest civilisations have in common?</b></p> <p>Ancient World Magnified David Long</p> 	<p><b>Are all countries of the world the same?</b></p> <p>Around the World in Eighty Days Jane Bingham</p> 	<p><b>Why do people choose to live near an earthquake or volcanic zone?</b></p> <p>The Street beneath my feet Charlotte Guillian Escape from Pompeii Christina Balit Firework Makers Daughter Philip Pullman</p> 	<p><b>What was the Roman impact on Britain?</b></p> <p>Meet the Ancient Romans James Davies Explore! Romans Jane Bingham</p> 	<p><b>What makes the River Fal amazing?</b></p> <p>Song of the Dolphin Boy Elizabeth Laird A River Marc Martin</p> 
	<p><b>Invaders: How does the Anglo-Saxon invasion compare to the Roman invasion?</b></p> <p>Beowulf Rob Lloyd Jobnes</p> 	<p><b>Does describing the Vikings as vicious raiders portray them accurately?</b></p> <p>The 1000-year-old boy Ross Welford</p> 	<p><b>Greece compared to the UK: is there really much difference?</b></p> <p>When fishes flew Michael Morpurgo</p> 	<p><b>Where can we see the influence of Ancient Greece on our world today?</b></p> <p>The Odyssey Geraldine McCaughrean</p> 	<p><b>What is the importance of Fair Trade?</b></p> <p>Mapping South America Explore Fair Trade Jillian Powell My chocolate bar Helen Greathead Food and Fair trade Paul Mason</p> 	<p><b>What makes the coastline of Cornwall unique?</b></p> <p>Orla and the serpent's curse C.J. Haslam</p> 
Year 5	Geog	Hist	Geog	Hist	Geog	Hist

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	<p><b>Is the weather becoming more extreme and why?</b></p> <p>Cosmic Frank Cottrell-Boyce</p> 	<p><b>Are the Ancient Maya the most successful civilisation in history?</b></p> <p>Oh Maya Gods Maz Evans</p> 	<p><b>Is the human and physical geography the same across South America?</b></p> <p>The Explorer Katherine Rundell</p> <p>My Name is River Emma Rea</p> 	<p><b>How did the famous Tudor monarchs impact Britain?</b></p> <p>Treason Berlie Doherty</p> 	<p><b>What makes London an important city?</b></p> <p>The London Eye Mystery Siobhan Dowd</p> 	<p><b>How did the Victorians revolutionise Britain?</b></p> <p>Cogheart Peter Bunzl</p> 
Year 6	<p><b>How did the Egyptian beliefs affect how they lived and died?</b></p> <p>Secrets of the Sunset King Emma Carroll</p> 	<p><b>What are the key states in North America?</b></p> <p>Holes Louis Sachar</p> 	<p><b>Why did the world go to war for the second time?</b></p> <p>Letters from the Lighthouse Emma Carroll</p> 	<p><b>Why is the planet melting?</b></p> <p>Sky Song Abi Elphinstone</p> 	<p><b>What was the significance of The Titanic?</b></p> <p>Kasper Michael Morpurgo</p> 	<p><b>What powers Earth?</b></p> <p>Last Bear Hannah Gold</p> 

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# Progression Map

Autumn	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Phonics &amp; Decoding</b>	<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>
<b>Fluency &amp; Accuracy</b>		<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>

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Spring	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Phonics &amp; Decoding</b>	<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>	<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>
<b>Fluency &amp; Accuracy</b>	<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>	<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>

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Summer	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Phonics &amp; Decoding</b>	<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 sound blending.</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><i>Know that phonics is one strategy to read unfamiliar words.</i></p> <p><i>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</i></p> <p><i>Know that many words may have a similar pronunciation but may be written differently.</i></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>
<b>Fluency &amp; Accuracy</b>	<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>	<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>

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## Impact:

At **St Francis CE Primary School**, the impact of our Reading curriculum is seen in pupils who read **fluently, confidently, and with enjoyment**.

Through the consistent implementation of **Read Write Inc.**, children develop secure early reading and phonics skills, enabling them to decode unfamiliar words accurately and with increasing automaticity.

As pupils progress to **reading beyond phonics**, structured Guided Reading sessions support the development of strong comprehension skills.

Pupils can discuss texts thoughtfully, demonstrate understanding of vocabulary and authorial intent, and make inferences using evidence from the text. Children show increasing independence and confidence in selecting appropriate reading strategies.

The carefully chosen **reading spine** ensures that pupils are exposed to a rich range of texts, including classics, contemporary works, poetry, and non-fiction. Pupils can talk enthusiastically about books they have read, make connections between texts and curriculum topics, and express preferences and opinions, demonstrating a genuine love of reading.

Our Christian values are evident in pupils' reading behaviours:

- **Courage** in attempting challenging texts
- **Peace** through sustained focus and enjoyment of reading
- **Thankfulness** in appreciation of stories and shared reading experiences
- **Trust** in themselves as readers and in supportive adult guidance
- **Friendship** through book talk, recommendations, and shared reading
- **Hope** through aspiration, imagination, and confidence

By the time pupils leave St Francis CE Primary School, they are **skilled, motivated readers** who can access learning across the curriculum, read for pleasure, and engage critically with a wide range of texts, fully prepared to continue their reading journey and to **live life in all its fullness**.

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