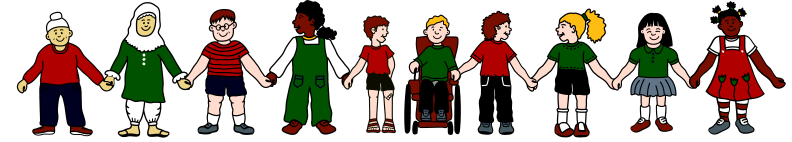


THE
GILES NURSERY
AND
INFANTS'
SCHOOL



Curriculum Journey

English: Reading

Reading Spine

Our reading spine includes the very best books to read aloud with children. It is a core of books: a library that allows all pupils the opportunity to engage with high quality literature. The books chosen enhance vocabulary and inspire imagination. During their time at our school, children enjoy a range of high-quality literature from different authors and genres. Our aim is to create a 'living library' inside a child's mind, furnished with books that they will remember for years to come.

The books in our reading spine have been chosen based on the following criteria:

- The books elicit a strong response – curiosity, excitement, laughter, empathy.
- The books have a strong narrative that will sustain multiple readings.
- The books extend children's vocabulary.
- The books have illustrations which are engaging and reflect children from all backgrounds and cultures.
- The books help children connect with who they are.
- The books help children to understand the lives of people whose experiences and perspectives may be different from their own.

Each class has at least two copies of each book; one copy for the teacher to read aloud and one copy for children to enjoy in the reading area. New copies are purchased when required.

Nursery	Reception	Year 1	Year 2
<p>Where's Spot?, Eric Hill</p> <p>We're Going on a Bear Hunt, Michael Rosen</p> <p>Brown Bear, Brown Bear, What Do You See?, Bill Martin Jnr.</p> <p>Ten Little Ladybirds, Melanie Gerth</p> <p>The Very Busy Spider, Eric Carle</p> <p>The Best Diwali Ever, Sonali Shah</p> <p>Goldilocks and the Three Bears</p> <p>The Three Billy Goats Gruff</p> <p>Dear Zoo, Rod Campbell</p> <p>Jasper's Beanstalk, Nick Butterworth</p> <p>The Very Hungry Caterpillar, Eric Carle</p> <p>Hug, Jez Alborough</p> <p>Giraffes Can't Dance, Giles Andreae</p> <p>Mr Wolf's Pancakes, Jan Fearnley</p> <p>Come on Daisy, Jane Simmons</p> <p>The Koala Who Could, Rachel Bright</p> <p>Smiley Shark, Ruth Galloway</p> <p>Clean Up, Nathan Bryon</p> <p>The Rainbow Fish, Marcus Pfister</p> <p>Little Red Riding Hood</p>	<p>Owl Babies, Martin Waddell</p> <p>The Gruffalo, Julia Donaldson</p> <p>Handa's Surprise, Eileen Browne</p> <p>Six Dinner Sid, Inga Moore</p> <p>Whatever Next, Jill Murphy</p> <p>Farmer Duck, Martin Waddell</p> <p>Sharing a Shell, Julia Donaldson</p> <p>The Lion Inside, Rachel Bright</p> <p>There's a Bear on My Chair, Ross Collins</p> <p>In a Minute, Tony Bradman</p> <p>Scarface Claw, Lynley Dodd</p> <p>The Giant Jam Sandwich, John Vernon Lord</p> <p>Harry the Dirty Dog, Gene Zion</p> <p>Five Minutes Peace, Jill Murphy</p> <p>Funnybones, Allan Ahlberg</p> <p>Alex and Alex, Ziggy Hanaor</p> <p>There's a Pig Up My Nose, John Douherty,</p> <p>Lola at the Library, Anna McQuinn</p> <p>The Three Little Pigs</p> <p>The Little Red Hen</p> <p>The Gingerbread Man</p>	<p>Where the Wild Things Are, Maurice Sendak</p> <p>The Tiger Who Came to Tea, Judith Kerr</p> <p>Knuffle Bunny, Mo Willems</p> <p>Dogger, Shirley Hughes</p> <p>Cops and Robbers, Allan and Janet Ahlberg</p> <p>Something Else, Kathryn Cave</p> <p>Peace at Last, Jill Murphy</p> <p>Cleversticks, Bernard Ashley</p> <p>Hey You!, Dapo Adeola</p> <p>Here We Are, Oliver Jeffers</p> <p>The Girl Who Never Made Mistakes, Gary Rubinstein</p> <p>Would You Rather, John Burningham</p> <p>Ada Twist, Scientist, Andrea Beaty</p> <p>Crescent Moons and Pointed Minarets, Hena Khan</p> <p>Beautiful Oops, Barney Salzberg</p> <p>Look Up, Nathan Bryon</p> <p>Superjoe Does Not Do Cuddles, Michael Catchpool</p> <p>My Name is Not Refugee, Kate Miler</p>	<p>The Day the Crayons Quit, Drew Daywalt</p> <p>Pumpkin Soup, Helen Cooper</p> <p>Dr Xargle's Book of Earthlets, Jeanne Willis</p> <p>Meerkat Mail, Emily Gravett</p> <p>Dear Greenpeace, Simon James</p> <p>The Stinky Cheese Man and other Fairly Stupid Tales, Jon Scieszka</p> <p>Gorilla, Anthony Browne</p> <p>Harvey Slumfenberger's Christmas Present, John Burningham</p> <p>Hair Love, Matthew Cherry</p> <p>The Lost Homework, Richard O'Neill</p> <p>Once Upon a Raindrop, James Carter</p> <p>The Proudest Blue, Ibtihaj Muhammad</p> <p>Cinder and Ella, Barbara Slade</p> <p>Nen and the Lonely Fisherman, Ian Eagleton</p> <p>Bringing the Rain to Kapiti Plain, Verna Aardema</p> <p>The Tiger Child, Joanna Trougton</p> <p>Badger's Parting Gifts, Susan Varley</p> <p>Tadpole's Promise, Jeanne Willis</p> <p>My name is not Refugee, Kate Milner</p> <p>Frog and Toad Together, Arnold Lobel</p> <p>The Hodgeheg, Dick King-Smith</p> <p>The Twits, Roald Dahl</p>

Individual Reading

Children receive their first individual reading books in the summer term of Nursery. They choose a book at lilac level. Lilac level books are wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories. They also support children to develop pre-reading behaviours and book handling skills.

As children's phonic knowledge develops in Reception, children choose books that are decodable in accordance with their phonic knowledge. A child will be able to read an individual reading book at fluency pitch (approximately 95-100% accuracy and understanding). In levels pink, red, yellow, blue and orange, individual reading books are completely decodable or contain common exception words for the phonics phase. We have a wide range of books available, including fiction, non-fiction, poetry and plays. Phonetically decodable reading books have been carefully selected from the following publishers:

- Big Cat Phonics for Letters and Sounds
- Songbirds Phonics
- Hero Academy
- Project X Phonics
- Phonics Bug Club
- Bug Club
- Oxford Reading Tree Phonics
- Big Cat Phonics

As children's phonic knowledge and word recognition develops, they are able to decode words using skills beyond phonics, such as linking new words to known words, recognising words within words, or using the sentence to work out the word. When they begin reading books beyond orange level, children have sufficient knowledge of words beyond phonic skills alone. They continue to have access to phonetically decodable books from the publishers listed above. In addition, they can choose books from the following publishers:

- Snapdragons
- Oxford Reading Tree 'In Fact'
- Big Cat Tales
- Oxford Reading Tree (Biff and Chip books)

As children progress on to higher book bands (white, lime, brown and grey), they are able to choose longer chapter books to take home in addition to their banded reading book.

Guided Reading

Guided reading is a teaching method in which a teacher brings together a group of children in order to provide explicit and focused teaching. The purpose of guided reading is for children to problem-solve and practice strategies using level-appropriate text. Guided reading helps pupils develop greater control over the reading process through the development of reading strategies which assist decoding and constructing meaning. The teacher guides, or 'scaffolds', pupils as they read, talk and think their way through a text.

Nursery	Reception	Year 1	Year 2
<p>In Nursery, staff read texts to their group of key children twice a day. They choose texts from the reading spine. Fiction and non-fiction texts are related to the current topic. These sessions teach children essential book handling skills and pre-reading behaviours, including holding a book the correct way up, locating the title, turning the pages and following the text.</p>	<p>In Reception, classes have discrete, shared reading sessions each day. In these sessions, the teacher and pupils share read a text that features many words containing the focus phonic sound of that day. Common exception words and high frequency words are colour coded to draw pupil's attention to them. These sessions enable the pupils to join in with modelled reading and discuss what is happening in the text.</p> <p>Towards the end of the summer term, children are introduced to small group guided reading sessions, in preparation for Year 1.</p>	<p>In Key Stage 1, classes have discrete, guided reading sessions each day. In guided reading sessions, teachers work with groups of pupils who demonstrate similar reading behaviours and can access similar levels of texts. Texts for guided reading are carefully chosen at the instructional level (90-94% accuracy and understanding), which the pupils can read with skilful support, and which offer challenges and opportunities for problem solving and discussion.</p> <p>In guided reading, pupils apply the phonics and reading strategies already taught to new texts. The school's guided reading planning format includes the Herts for Learning reading criteria, which are linked to National Curriculum expectations.</p> <p>Guided reading sessions are structured as follows:</p> <ul style="list-style-type: none"> • Book introduction • Strategy check, to review specific reading strategies (word-reading and / or comprehension) • Independent reading / whole group reading • Returning to the text • Response to the text <p>As pupils start to read extended texts, several guided reading sessions may be needed to complete all parts of the structure.</p> <p>Teachers select focus learning intentions for each session, annotate the planning and comment on reading sessions in home / school reading books.</p> <p>Texts are chosen to ensure children have experience of reading fiction, non-fiction, poetry and plays.</p>	

Reading Fluency

We have selected a range of poems and short texts to read aloud with children to develop their reading fluency. Reading fluency is the ability to read with proper speed, accuracy, and expression. Alongside phonics, children need to learn to read with fluency to understand what they are reading. Teachers model how to read poems and short texts; children join in with their own copy of the text and gradually learn to recite the text by heart. Classes perform these texts during assembly each week.

Reading Interventions

Pupils pinpointed for extra support in reading are given the opportunity to participate in more intensive individual programmes to support their progress, including additional guided reading groups, additional reading with teaching assistants or volunteers, Project X Code reading intervention in Year 2.

Library

Pupils have regular access to school library books. We have an extensive range of fiction and non-fiction texts across the school. Books are updated regularly and include foreign language texts for EAL pupils.