



Horbury Bridge Academy Reading Overview

Curriculum Drivers

At Horbury Bridge Academy we want all of our children to gain the experiences they need to thrive in today's ever changing global landscape. As a small school serving a local community, it is important for us to not only focus on our area and what makes us unique, but also to provide experiences for pupils beyond those available within our community in order for us to support them in becoming global citizens of the future. In order to achieve this, we have three core drivers that run through our curriculum and alongside our Christian vision. These drivers are used to shape the choices we make when planning and delivering learning experiences for our pupils.

Our vision:

"Living by Our Christian Values: Together in Faith, Hope and Love"

Our drivers:

1. **Diversity**
2. **Sustainability**
3. **Enrichment**

Reading Principles

Pupils should:

- Identify themselves as readers.
- Be regularly exposed to a mixture of genres, text types and media, making them aware of different reading material that is available to them.
- Be able to access and enjoy their whole class novel regardless of reading age or ability.
- Be read to by an adult for at least 15 minutes a day.

- Have access to at least two reading books: one selected from the class library and one banded book selected specifically to match their reading ability and improve fluency.
- Take part in daily reading and comprehension sessions to ensure that they read fluently and develop their comprehension skills.
- Have time and space to share thoughts and opinions about the books they are reading with their peers, teachers and the wider school community.
- Be supported to read regularly at home.

Reading Across School

Overview

- Reading and comprehension sessions will take place daily and last for a minimum of 30 minutes.
- All reading and comprehension sessions use high quality, age-appropriate texts.
- A KS1 comprehension sequence runs from Monday to Thursday and is focused upon one text, enabling the modelling and practice of prosody and fluency.
- On Monday and Friday KS2 comprehension sessions are focused upon building understanding around the class novel and will develop on the disciplinary knowledge of summarising, predicting and explaining.
- On Tuesday, Wednesday and Thursday reading and comprehension sessions are focused upon three linked texts in KS2.
- Sessions in both key stages will develop the disciplinary knowledge of retrieving and inferring.
- Every reading and comprehension session will provide opportunities for all children to improve fluency and expression.
- The introduction and revisiting of new vocabulary will take place in all reading and comprehension sessions.
- During reading and comprehension sessions, pupils are introduced to different question types and develop their understanding of how to successfully answer them through teacher modelling, paired and independent work.
- All learning activities and associated learning behaviours are made explicit to pupils so that they become familiar with expectations and processes.

Differentiation

- All pupils in the class will access the same text. If a pupil cannot access a text for any reason it will be read to/ with them during or before the session by an adult.
- Appropriate responses are modelled or scaffolded by the class teacher so that all children know how to successfully attempt their own responses. This can take place on a whole class, small group or individual pupil basis.
- In mixed aged classes, some questions are differentiated by year group ensuring appropriate challenge for every pupil.
- In mixed aged classes, the outcome expectation may be differentiated by year group.

Recording

- In KS1, Thursday comprehension sessions are recorded in pupils' books using the templates below.
- In KS2, all reading and comprehension sessions are recorded in pupils' reading books using the templates below.
- All questions identified in the lesson slides or headed question templates do not require written answers.
- Class novel work can be identified using the blue headed template.
- Linked or weekly text work can be identified using the yellow headed template.
- The title, author and text type (where appropriate) are clearly labelled.
- The activity type is made clear before each question.

KS1 Weekly Overview

Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Text - Teacher model - Teacher read the text, thinking out loud. - Comment on title, Author, Illustrator - New vocabulary	Weekly Text - Vocabulary check - Teacher read, pupils finish sentence - Children read extract	Weekly Text - Vocabulary check - Word hunt - Children read extract	Weekly Text - Vocabulary check - Independent read - Verbal individual thinking - Quick start questions in book	Spelling lesson (Spelling Shed)
Sequence and activity support: KS1 Reading				

KS2 Weekly Overview

Monday	Tuesday	Wednesday	Thursday	Friday
Class Novel - No new reading of the text (previous sections can be revisited) - Quick start - Vocabulary recap - Recap - PSHE question/ focused character or theme study	Theme text 1 - Read - Quick start - Vocabulary check - Individual thinking - Partnered talk - Solo task	Theme text 2 - Read - Quick start - Vocabulary check - Individual thinking - Partnered talk - Solo task	Theme text 3 - Read - Quick start - Vocabulary check - Individual thinking - Partnered talk - Solo task	Class Novel - No new reading of the text (previous sections can be revisited) - Quick start - Vocabulary recap - Recap - Summarising and sequencing - Prediction

Reading task		
Read	Each reading lesson will include opportunities for the children to read and be read. Strategies that could be used include teacher lead, pupil lead, independent reading, turn taking in pairs of groups, drop ins, jump ins, big voice/little voice.	
Quick start	Mon/ Fri: Short 8 question quiz on whiteboards about the class novel that every child can complete successfully. This could remain the same each week. E.g. What is the main character's name?	KS1 Thursday: Maximum of 6 retrieval questions about the weekly text in books KS2 Tues/Wed/Thurs: Maximum of 6 retrieval questions about that day's text on whiteboards.
Vocabulary check	Identify and define unfamiliar vocabulary from the text. This can include strategies to figure out meaning, dictionary work or providing definitions.	
Individual thinking	KS2 Pupils share individual responses to the question verbally. Teacher models or scaffolds an appropriate written response. Pupils write their own response in books using the teacher's model for support.	KS1 Discuss question as a group. Teacher models the use of stem sentences to answer questions orally. Pupils supported to orally build and rehearse answers.
Partnered talk	Pupils discuss answers with their partner before sharing responses with the class. Pupils then write a shared answer with their partner. This can be completed on a white board or written in both pupil's reading books.	
Solo task	Pupils answer questions independently. Once complete, pupils share responses and appropriate answers are discussed. Pupils use pink pen to edit and correct answers where necessary.	
Recap	Recap questions can be IT, PT or ST. These questions require children to explain: ○ What happened and why? ○ Character development ○ How and why events unfolded ○ Authorial choice	
Prediction (class novel)	These questions take place on Monday and can be OT, IT or ST.	

PSHE question (class novel)	PSHE questions take place on Monday.
Focussed character or theme study (class novel)	These questions take the form of, but are not limited to, thought splat, spider diagram or word cloud.
Summarising and sequencing (class novel)	These questions take place on Friday and can be OT, IT or ST.
Word Hunt	Word recognition exercises including fastest finger first, how many times does the word _____ appear?
Examples of reading strategies for Monday and Friday: https://rb.gy/w5i9d9	

Suggested question layout

Year 2

I want my hat back, John Klassen [Picture book]
• What does the bear ask each animal he meets? • What does the rabbit say that he would not do? • How does the bear offer to help the tortoise? • What did the hat look like that the snake saw? • What two words does the bear use to describe his hat? • At the end, what does the bear say he would not do?

I want my hat back, John Klassen [Picture book]

- **Individual thinking**
- Do you think the rabbit is telling the truth? Why or why not?
- **Partnered talk**
- How does the bear feel about his hat? Find and copy a phrase that tells you how the bear feels about his hat?
- **Solo work**
- What do you think happened at the end of the story?

Year 6

The Highwayman, Alfred Noyes [Poetry]

- **Partnered Talk**
- What is the highway man wearing? What do the highwayman's clothes suggest about him?
- **Individual Thinking**
- What impression do you get of Bess and the highway man's relationship? Use evidence from the text to justify your answer.
- **Solo Task**
- Modernise the first part of the poem.

Year 5

The Highwayman, Alfred Noyes [Poetry]

- **Partnered Talk**
- What is the highway man wearing? What do the highwayman's clothes suggest about him?
- **Individual Thinking**
- Bess was plaiting a love knot into her hair. What does this suggest about the highwayman's relationship with Bess?
- **Solo Task**
- Modernise the first part of the poem.

Monday

Holes, Louis Sachar

- **Partnered Talk**
- What do we know about Camp Green Lake?
- **Individual Thinking**
- Do you think Stanley made the right choice going to Camp Green Lake?
- **PSHE**

- “If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy’ - to what extent do you agree with this statement?

Friday

Holes, Louis Sachar

- **Individual Thinking**
- What do we know about Camp Green Lake?
- **Partnered Talk**
- Which of the campers would you prefer to be friends with and why?
- **Solo Task**
- Put the following events in order: Stanley meets Mr Pandanski, Stanley digs his first hole, Mr Sir introduces himself, Stanley gets his nickname, Stanley meets X-Ray and Squid.
- Draw what you predict The Warden will look like.

Key Stage 1

Class 1 | Year 1/2 | Cycle B [Resource List - Year 2](#)

Term	Autumn	Spring	Summer
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Texts	I want my hat back, Jon Klassen	Chocolate, Micheal Rossen	The Most Important Animal of All, Penny Worms	Millipedes vs Centipedes	The Seige, poetry	Flat Stanley, Jeff Brown
	Beegu, Alexis Deacon	Coming to England, Floella Benjamin		Traction Man, Milli Gray	The Hodgehead, Dick King Smith	The BFG, Roald Dahl
	Ruby's Worrry, Tom Perival	Somebody Swallowed Stanley, Sarah Roberts	The Diary of a Killer Cat, Anne Fine	Exploring the Moon	Sad Book, Micheal Rosen	The Worst Witch, Jill Murphey
	Greta and the Giants, Zoe Tucker	Tales of Olga Polga, Michael Bond	Julian is a Mermaid, Jessica Love	The Toilet Ghost, Pamela Butchart		Pirates: Fact and Fiction
	Peter Rabbit, Beatrix Potter	The Day the Crayons Quit, Oliver Jeffers	A Bear Called Paddington, Micheal Bond	Picklewitch and Jack, Claire Barker		The Green Ship, Quentin Blake
	The book with no pictures, B.J.Novak	Rain Before Rainvows, Smriti Hall	The Paper Bag Princess, Robert Munsch			British Museum: Celebrate Sie Wize, Camilla de la Bedoyere

Lower Key Stage 2

Class 2 Year 3/4 Cycle A Resource List - Year 3 Resource List - Year 4						
Term	Autumn		Spring		Summer	
History/ Geography	Stone Age / Romans	Romans	UK vs Mediterranean	Ancient Greeks	Rivers and the water cycle	
Science	Electricity	Rocks and magnets	Animal including humans		Materials and their properties	
Texts * Related to current learning	Recycling Week (4) Electricity (4) Prehistoric Britain (3)	Notable People Volume 1 (4) Romans (4) Rocks and fossils (3)	Chinese new year (4) Keeping healthy (3) Greece (3)	International Woman's day (4) Colour (3) Notable people Volume 1	Rivers (4) States of matter (4) Weather (3)	Vikings (4) Children's classics Volume 1 (4) Migration (4)

	Novels Volume 1 (3) Disney Songs (3) Picture books volume 1 (3)	Forces and magnets (3) Children's classics Volume 1 (3) Poetry Volume 1 (3)	Songs (3) Anne Fine (3) Spiders (3)	(3) Novels volume 1 (4) Songs from musicals (4)	Picture books volume 1 (4) Poetry Volume 1 (4) Witches and wizards (4)	Money (4) Sports People (4)
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Class 2 Year 3/4 Cycle B Resource List - Year 3 Resource List - Year 4						
Term	Autumn		Spring		Summer	
History/ Geography	Ancient Egypt		Volcanoes and earthquakes		Capital cities	
Science	Light and dark	Sound	Animals including humans		Plants and animals and their habitats	
Texts * Related to current learning	Shang Dynasty (3) Internet Safety (3) Light and shadows (3) Novels volume 2 (3) Poetry volume 2 (3) Picture books volume 2 (3)	Armistice day (4) Hearing impairment (3) Lighthouses (3) Children's Classics Volume 2 (3) Songs from musicals (3) Monsters (3)	Teeth (4) Volcanoes (3) Roald Dahl (3) Different Cultures (3) Towns, cities and villages (3) Phillip Reeve and Sarah Mckintyre (3)	Notable people volume 2 (3) Dick King Smith (3) Robots (3) Novels Volume 2 (4) Disney songs (4)	Habitats (4) Plants (3) Picture books volume 2 (4) Poetry Volume 2 (4) Spies and crime (4) Jennifer Killick (4)	Notable People Volume 2 (4) Songs (4) Children's classics volume 2 (4) Rabbits (4) Mental health (4)

Upper Key Stage 2

Class 3 Year 5/6 Cycle A Resource List - Year 5.docx Resource List - Year 6						
Term	Autumn		Spring		Summer	
History/ Geography	Anglo-Saxons	Vikings	World War 2		Rainforest	
Science	Forces	Light	Materials		Animals inc. humans Living things	
Texts * Related to current learning	Michael Morpurgo (5) Energy/ Forces (5)) Great Openings (5) Disney songs(5) Equality (5) Inspirational Women (6)	Light (6) Frank Cottrell Boyce (5) Novels volume 1 (5) Shackleton's Journey (5) Picture books Volume 1 (5) Medieval Monarchs (5)	World war 2 (6) Changing Materials (5) Children's Classics Volume 1 (5) Poetry Volume 1 (5) Notable People 2 (5)	Notable people 1 (6) Picture books volume 1 (6) Resilience (6) Autism (6) Poetry Volume 1 (6) Novels Volume 2(6)	Rainforests (5) Brazil (5) Lifecycles (5) Ibtihaj Muhammad (6) Children's classics volume 1 (6) Songs from musicals (6)	Living things and their habitats (6) Katherine Rundell (6) Pompeii (6) Liverpool (6) Songs (6) Piers Torday (6)

Class 3 Year 5/6 Cycle B Resource List - Year 5.docx Resource List - Year 6				
Term	Autumn		Spring	Summer
History/ Geography	America & mapping		Ancient civilisation	Beyond 1066
Science	Space	Evolution and inheritance	Animals including humans	Electricity

Texts * Related to current learning	Notable people 1 (5)	Evolution (6) Christmas (5)	Islands/leprosy (5)	Drugs and alcohol (6)	Civil Rights (6)	Magic (6)
	Space (5) Population (6) Songs from musicals (5) Children's classics: Peter Pan (5) Novels Volume 2 (5)	Titanic (5) Beetles (5) Picture books Volume 2 (6) Poetry volume 2 (5)	Middle Eastern countries (5) Animals including humans (6) Songs (5) Children's classics Volume 2 (5) The Arrival (6)	Sia (5) Picture books volume 2 (6) Verse Novels (6) Notable people 2 (6) Circuses (5)	Electricity (6) Industrial revolution (6) Poetry volume 2 (6) Novels volume 1 (6) Spooky openings (6)	Disney songs (6) Spies (6) Children's classics volume 2 (6) The Raven (6) Critiquing the Media (6)