



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 in KS2

Overview

- Reading and comprehension sessions will take place daily and last for 40 minutes.
- All reading and comprehension sessions use high quality, age appropriate texts.
- On Monday and Friday 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 and will develop the disciplinary knowledge of retrieving and inferring.
- 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 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

- All reading and comprehension sessions are recorded in pupils' reading books using the templates below.
- Class novel work can be identified by the use of the blue headed template.
- Linked text work can be identified by the use of the yellow headed template.
- The title, author and text type (where appropriate) are clearly labelled.
- The activity type is made clear by the use of initials (e.g IT, PT, ST, PSHE)

Weekly Overview

Monday	Tuesday	Wednesday	Thursday	Friday
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<p>Class Novel</p> <ul style="list-style-type: none"> • No new reading of the text (previous sections can be revisited) • Quick start • Vocabulary recap • Recap • PSHE question 	<p>Theme text 1</p> <ul style="list-style-type: none"> • Read • Quick start • Vocabulary check • Individual thinking • Partnered talk • Solo task 	<p>Theme text 2</p> <ul style="list-style-type: none"> • Read • Quick start • Vocabulary check • Individual thinking • Partnered talk • Solo task 	<p>Theme text 3</p> <ul style="list-style-type: none"> • Read • Quick start • Vocabulary check • Individual thinking • Partnered talk • Solo task 	<p>Class Novel</p> <ul style="list-style-type: none"> • No new reading of the text (previous sections can be revisited) • Quick start • Vocabulary recap • Recap • Summarising and sequencing • Prediction
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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	<p>Mon/ Fri: Short 8 question quiz 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?</p> <p>Tues/Wed/Thurs: Maximum of 6 retrieval questions about that day's text.</p>
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	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.
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 answered 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: <ul style="list-style-type: none"> ○ What happened and why?

	<ul style="list-style-type: none"> ○ 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.
Summarising and sequencing (class novel)	These questions take place on Friday and can be OT, IT or ST.
Examples of reading strategies for Monday and Friday: https://rb.gy/w5i9d9	

Suggested question layout

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.

Lower Key Stage 2

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

	Prehistoric Britain (3) Novels Volume 1 (3) Disney Songs (3) Picture books volume 1 (3)	Rocks and fossils (3) Forces and magnets (3) Children's classics Volume 1 (3) Poetry Volume 1 (3)	Greece (3) Songs (3) Anne Fine (3) Spiders (3)	Notable people Volume 1 (3) Novels volume 1 (4) Songs from musicals (4)	Weather (3) Picture books volume 1 (4) Poetry Volume 1 (4) Witches and wizards (4)	Migration (4) Money (4) Sports People (4)
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Class 2 Year 3/4 Cycle B						
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 thier 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						
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 (6) Great Openings (5) Disney songs(5) Nigeria (5) Equality (5) Inspirational Women (6)	Light (6) Christmas (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) 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						
Term	Autumn		Spring		Summer	
History/ Geography	America & mapping		Ancient civilisation		Beyond 1066	
Science	Space	Evolution and inheritance	Animals including humans		Electricity	
Texts	Brazil (5)	Evolution (6)	Middle Eastern countries	Drugs and alcohol (6)	Civil Rights (6)	Magic (6)

* Related to current learning	Notable people 1 (5)	Titanic (5)	(5)	Sia (5)	Electricity (6)	Disney songs (6)
	Space (5)	Frank Cotrtell Boyce (5)	Animals including humans (6)	Picture books volume 2 (6)	Industrial revolution (6)	Spies (6)
	Songs from musicals (5)	Beetles (5)	Songs (5)	Spooky openings (6)	Poetry volume 2 (6)	Children's classics volume 2 (6)
	Children's classics: Peter Pan (5)	Picture books Volume 2 (6)	Children's classics Volume 2 (5)	Verse Novels (6)	The Arrival (6)	The Raven (6)
	Novels Volume 2 (5)	Poetry volume 2 (5)	Circuses (5)	Notable people 2 (6)	Novels volume 1 (6)	Critiquing the Media (6)
	Population (6)	Islands/leprosy (5)				