

Ballifield Reading Primary's Curriculum



READING IS ESSENTIAL FOR
THOSE WHO SEEK TO RISE
ABOVE THE ORDINARY.

—Jim Rohn



@weareteachers

Context

The context of Reading at Ballifield Primary School is that of a large urban primary school, serving children in the age range 3-11 years. The catchment is predominantly white British with broadly average deprivation indicators and uptake of free school meals. Attitudes to reading are varied; many parents are supportive with early reading and phonics but reading at home declines as children become secure at decoding and as they advance in age.

At Ballifield, we recognise the huge potential that **reading** can offer to our pupils, especially our disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being:

- **A child's place in the global world** – expanding the children's horizons beyond their local environment and experiences, introducing them to other cultures, concepts, environments, histories and ways of living, linking these to their current lives.
- **Developing skills and experiences for life** – reading can enhance cultural, creative and learning experiences for all, as well as introducing how our pupils might use their skills and knowledge in the future in the world of work and becoming positive, successful members of society.
- **Developing the whole child** – situations, scenarios and concepts introduced in texts can form part of the spiritual, moral, social and cultural education of the child as citizens and caring individuals, encouraging them to develop compassion, empathy and understanding.

OUR INTENT FOR THE TEACHING OF READING AT BALLIFIELD PRIMARY SCHOOL

Purpose

The purpose of our reading curriculum at Ballifield is for all our children, especially our disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being to:

- Read **confidently** and **fluently**, seeking to **acquire knowledge** independently.
- Develop a lifelong **enjoyment** of reading, taking genuine **pleasure** from what they read.
- Develop the reading skills they need to access all areas of the **curriculum**.
- Understand the **meaning** of what they read and what is read to them.
- Read **critically** to ascertain what the truth is in a statement so that they may gain a balanced understanding of local, national and international issues.
- Make **responses** to what they read justifying those responses.
- Become immersed in **other worlds**...both real and imagined!
- Gain a love for language and understand the power of **words** to express meaning.
- Develop a breadth and depth of **vocabulary**.
- Recognise **how** they gain meaning from texts and what we need to comprehend texts.

Aim

Principle Aim

Our ultimate aim in the teaching of reading is to support all our children, especially our disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being in making the shift from learning to read to reading to learn where children read for information, purpose and pleasure.

At Ballifield Primary, we are determined for all children to become fluent readers, developing a love of reading that is genuine and infectious to those around them, regardless of their starting points, needs or any barriers that they face. We place reading at the **heart of our curriculum**, selecting **high-quality texts** that inspire and engage our pupils, increase their knowledge of the world and immerse them in our rich literary heritage.

We believe that reading is central to **life and learning**, and this accordingly underpins our whole reading ethos: **we meet the world and each other through words, and therefore, reading occupies a uniquely important place in our school.**

The reading learning in our school builds sequentially year to year, term to term, week to week and day to day as children are supported to **build strong foundations, master key skills** and **deepen their knowledge** as readers. The texts selected for study are carefully chosen, exposing pupils to diverse styles, structures and contexts, and helping to build every child's cultural capital. Our text-based scheme of work has been carefully crafted to become increasingly complex in style, content and theme, with each year's work 'boot-strapping' them up to the future year, with careful consideration being given to the knowledge and cultural capital necessary to fully access the material.

We want all children to be the recipients of **high-quality reading lessons** which provide **strong foundations** in reading and provide children with opportunities to know more, remember more and do more in reading. We are equipping them with the skills to fully access the increasingly complex texts that they are exposed to at the end of key stage 2 and giving them the tools to continue their educational journey beyond Ballifield with confidence. The development of reading fluency and vocabulary are also carefully woven into lessons, whereby our pupils gain the ability to express themselves and their ideas in an articulate and confident manner.

By the time children leave Key Stage 2, they will have studied a range of the best **modern and classic fiction, high quality visual texts** and the **best classic and modern poetry**. They will have studied and know the works of some of the most important authors including, Philip Pullman, Beverly Naidoo, Ted Hughes, Anne Fine, Roald Dahl, C.S Lewis, David Almond, William Blake, Julia Donaldson, Neil Gaiman, Louis Sachar and Eva Ibbotson to name but a few.

OUR IMPLEMENTATION OF THE TEACHING OF READING AT BALLIFIELD PRIMARY SCHOOL

The School Curriculum Requirements

As a maintained school in England, Ballifield Primary School is legally required to follow the statutory national curriculum which sets out in a programme of study, on the basis of key stages, subject content for the subject of Reading that should be taught to all pupils.

Time allocation for Reading

The amount of time allocated to the teaching of Reading at Ballifield Primary School is:

Stage	Time (daily)
EYFS (FS1 & FS2)	30 minutes RWI 15 minutes teacher reading 15 minutes shared read (twice weekly)
Key Stage 1	40 minutes RWI 15 minutes teacher reading
Key Stage 2	30 minutes whole class reading lessons 15 minutes independent reading 15 minutes teacher reading

Which texts will be taught?

At Ballifield, we supply our children with what we believe are some of the best books and texts available. These include a wide range of genres, styles, structures and cultures to name but a few. We ensure that the texts we choose are written by a range of authors from different backgrounds and cultures, promoting diversity and inclusion. Here are the texts we study:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Little Red Hen Three Billy Goats Gruff Goldilocks	Not a Stick Stickman Winter (Non-fiction writing)	The Tiger that Came to Tea Augustus and his Smile Selection of non-fiction tiger texts	Beegu Room on the Broom Wriggle and Roar (poetry)	Billy's Bucket Information texts about sea creatures Range of short poems for recital	I completely know about Guinea Pigs Bog Baby
Year 2	What the ladybird heard Julia Donaldson All about penguins All about Whales (information texts)	The way back Home Oliver Jeffers Instructions, by Neil Gaiman The Day the Crayons Quit Drew Daywalt	Information text – Venus fly traps Instructions (making Puppets) Dear Earth Isabel Otter	Paddington Bear Michael Bond Poetry	Traditional tales: The three little pigs Red Riding hood	The Great Fire of London, Emma Adams Traction Man Mini Grey
Year 3	Ocean Meets Sky The Fan Brothers Diary of a Killer Cat Anne Fine Cinderella of the Nile Beverly Naidoo	Ice Palace Robert Swindells Grimm's Tales Philip Pullman	One Plastic Bag Miranda Paul	A pebble in my pocket: A history of our Earth Meredith Hooper and Chris Coady	Charlie and the Chocolate Factory Roald Dahl	Fireworkmaker's Daughter Philip Pullman
Year 4	Iron Man Ted Hughes Stone Age Boy Satoshi Kitamura	Viking Boy Tony Bradman	Kensuke's Kingdom Michael Morpurgo	The Wolf's Secret Myrian Dahmna	Varjak Paw S.F. Said	The Highwayman Alfred Noyes
Year 5	Room 13 Robert Swindells	Holes Louis Sachar	The Lion, the Witch and the Wardrobe C.S. Lewis	Animal poems Various Authors	Beowulf Michael Morpurgo	Welcome to Nowhere Elizabeth Laird The Sleeper and the Spindle Neil Gaiman
Year 6	Skellig David Almond	Goodnight Mr. Tom Michelle Magorian	Journey to River Sea Eva Ibbotson	Coraline Neil Gaiman	The Raven Edgar Allen Poe	The Arrival Shaun Tan

Teaching and Learning

EYSF & Y1 – please see the Early Reading & Phonics Policy

Once children have secured strong foundations in learning to read, reading is taught in all year groups through a novel study approach, drawing on the 'Power of Reading' for inspiration. A reading sequence may last for 2 weeks or up to 10 weeks depending on the length and challenge of the text and the age and stage of the children.

All lessons will include the teacher **modelling** reading, children **reading together** and **independent** reading and have an identified **skill** focus that pupils can apply to monitor and overcome barriers to comprehension.

These include:

- prediction
- questioning
- clarifying
- summarising
- activating prior knowledge

Teachers will model and scaffold these strategies; then support pupils to use them independently, with less and less prompting from the teacher. Comprehension is further supported by daily fluency activities which help redirect cognitive resources from word recognition to comprehension of the text. Pupil's fluency is developed through the class teacher modelling appropriate fluency, providing instruction, and the children having the opportunity to reread a short section with feedback on their pace, volume and expression. These activities are performed as a whole class, allowing all children to develop their prosody without the pressure of being singled out.

The texts have been very carefully chosen to provide gradually increasing levels of challenge and complexity as children move through the key stages and consideration is given to the reading experiences that children will need in order to meaningfully access complex and classic fiction and poetry, archaic texts and the challenging vocabulary and range of literary devices they will meet by the end of year 6. Texts are taught through well sequenced units of work which draw reading objectives from the termly progression map for each year group and build towards well defined outcomes.

Teaching sequences have been carefully planned so that knowledge builds incrementally with time to consolidate prior learning and multiple opportunities to embed new skills. Through these sequences, children learn how to read as a reader and as a writer, understanding the meaning of what is being read and the impact and effect of language and syntax.

To support our children with their reading comprehension, we have eight Superhero Reading Characters. Each one looks at a different aspect of the reading curriculum and supports the children in understanding the different types of skills develop as they become more accomplished readers. The characters are introduced to the children as they move up through school until they are using all eight by the time they reach lower key stage 2 (in upper KS2 the skills are referred to directly).

Dark decoder



Looks at what words mean so that we can understand texts

Example questions:

- *What is a device?
- *What does the word 'abandoned' mean?
- *Who is telling the story now?
- *What relationship between the narrator and the man we can see?
- *What do the words crafted and device mean?
- *What does the word precious mean?

Can explain how words and phrases add extra meaning

Example questions:

- *What does this... word /phrase/ sentence... tell you about... character/setting/mood etc.?
- *The writer uses words like ... to describe What does this tell you about a character or setting?
- *What other words/phrases could the author have used?
- *How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc.?

Word Wolf



Rocket Retriever



Can quickly find facts, key details and information from a text

Example questions:

- *Where does the story take place?
- *When did the story take place?
- *Who are the characters in the text?
- *Where in the book would you find...?
- *What happened in the story?
- *Which part of the story best describes the setting?
- *What part of the story do you like best?

Can see hidden connections within and between texts

Example questions:

- *Describe different characters' reactions to the same event in a story.
- *How is it similar/different to ...?
- *Is it as good as ...?
- *Compare and contrast different character/settings/themes in the text
- *What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

Captain Comparison



Phantom Predictor



Can see into the future and say what might happen

Example questions:

- *Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- *Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- *Which stories have openings like this? Do you think this story will develop in the same way?

Summarise and Sequence Shadow



Can condense text down to just a few words and put everything in order

Example questions:

- *What's the main point in this paragraph?
- *Sort the information in these paragraphs. Do any of them deal with the same information?
- *Make a table/chart to show the information in these paragraphs.
- *Which is the most important point in these paragraphs? How many times is it mentioned?

Can look at the different parts of a text and say what they do and piece them together

Example questions:

- *Explain why a character did something.
- *What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- *What is similar/different about two characters?
- *Why do you think the author chose to use a... question/bullet/subheading/table etc. to present the information?
- *How does the title/layout encourage you to read on/find information?
- *Why has the writer written/organised the text in this way?
- *In what ways do the illustrations support the instructions?

The Puzzler



Can find and use evidence in the text to work out and explain what is happening

Example questions:

- *What makes you think that?
- *Which words give you that impression?
- *How do you feel about...?
- *Can you explain why...?
- *I wonder what the writer intended?
- *I wonder why the writer decided to...?
- *What do these words mean and why do you think the author chose them?

Crimson Clue Hunter



Planning

- Long term planning is based in the text sequence map, which identified the text to be used by each year group, when in the year to be taught and the duration of the sequence.
- Medium term plans set out a coherent and well-sequenced series of lessons for each unit of work, breaking the texts down clearly in sections for each lesson. These identify the key skills, vocabulary and key questions for discussion.
- Class teachers ensure that any necessary subject knowledge required for full comprehension is identified and introduced by the use of supporting texts.
- Class teachers ensure that the curriculum is effectively delivered and that knowledge of literature and cultural capital is built upon and revisited frequently to ensure that children know, remember more and can do more in reading.

Reading Resources

In reading lessons, each child will have access to an individual or paired-shared copy of the text being used - this may be a photocopied extract, or ideally a full copy of the real book. The school owns a limited selection of the texts used, with the many being borrowed from the Sheffield School Library Service (SLS).

Visits and Visitors

Ballifield Primary School understands the importance of visits and visitors to our pupils' experience of reading. We aim to arrange visits/visitors in each key stage where possible by inviting authors into school or by virtual author visits. Ballifield has been a long-standing participant in the Sheffield Children's Book Awards, with the whole school participating and voting. In the Autumn term, a group of Y6 children are selected to attend the awards ceremony with the authors and illustrators at the Sheffield Lyceum.

Visits are organised for to take children from KS2 to Woodhouse Library and it is our ambition that all Ballifield children will have a library card to make regular visits.

Ballifield holds an annual book fair, provided by Scholastic, which we aim to have in school alongside World Book Day. It is a fantastic opportunity to promote reading for pleasure and earn rewards for the school, which we can use to purchase more high-quality texts for our children to read.

Inclusion

We understand that the most effective inclusion strategy begins with high-quality inclusive reading teaching, which benefits all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Teachers are aware that pupils who have barriers to learning in other areas may have a passion and love of books and stories, which will always be capitalised on.

We also recognise that strong foundations in communication, language and phonics will aid pupils' access to our reading curriculum to the maximum. Adaptive teaching methods will be put into practice to support all pupils. Teachers also recognise that pupils' work and learning outcomes can take many forms, such as demonstrating their understanding orally, in pictures or in writing.

While it is expected that most children will progress through our curriculum at a similar rate, we recognise that some pupils require additional support to maintain this pace. These children may access immediate intervention (pre or post teaching activities) to ensure they are adequately prepared for their next reading lesson. Some will receive targeted, differentiated small group sessions or 1:1 support tailored to their specific reading needs.

All KS2 children will have access to reading for pleasure texts at a level appropriate to their ability, as identified by their reading ZPD score (identified through Star reading assessments), discussion with an adult and by having an adult listen to them read.

EYFS

In the EYFS at Ballifield, reading sits within the prime area of communication and language and is strengthened and applied through the specific area of Literacy. Children engage with daily RWI lessons to develop their phonic skills and phonological awareness. The children are read to regularly from a range of high-quality texts, where vocabulary is identified and taught explicitly so that children can thoroughly understand the texts they are presented with.

The learning environment actively promotes books with many on offer in provision areas, and role play areas, plus having well stocked reading areas with a wide range of high quality texts and texts linked to current themes.

See separate EYFS policy for further information.

Oracy

Oracy is the ability to express oneself clearly and communicate effectively through spoken language and is a vital component in developing strong reading skills at Ballifield Primary School. We believe that high quality oracy teaching is vital to all pupils, especially our disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, who may have fewer opportunities in their lives to access and engage fully in high-quality talk.

We believe that fostering oracy enhances pupils' comprehension, vocabulary acquisition, communications skills and overall literacy. When children engage in meaningful discussions about texts, they develop their ability to interpret, infer, and analyse language, which directly supports their reading comprehension.

Regular opportunities for spoken language activities, such as storytelling, group discussions, and oral retelling of stories, are included in lessons and help children make connections between spoken and written language. Through rich dialogue, students are exposed to new vocabulary, sentence structures, and expressive phrasing, which they can then recognize and apply in their reading. Furthermore, verbalizing their thoughts allows children to clarify and deepen their understanding of texts, fostering critical thinking and reasoning skills.

By embedding oracy into the reading curriculum, we aim to create a language-rich environment where students become confident communicators and reflective readers. Prioritizing oracy not only supports reading proficiency but also nurtures lifelong literacy and communication skills.

Reading and SMSC

At Ballifield, we believe that reading plays a role in the personal development of all children, especially our disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. It has been described as '*a gateway into another world*' and for many students their world view is indeed shaped by the books that they read. Through reading about other cultures and places, we learn about issues that may not directly affect our children, but allow them to consider different human experiences revealing how other people live their lives. At Ballifield, we recognise that in a world that is full of conflict and challenge, children need to know that at some level we are all human and every individual deserves to be treated with kindness and respect.

Our Reading Buddies scheme gives an opportunity for older pupils to work with younger readers. This allows younger readers to see what being fluent looks like as they have a peer model demonstrating reading skills; they acquire a positive role model in both reading and in social skills. The older students will also develop social and emotional skills like patience and empathy as they work with their littler buddies. This program of cooperative learning helps to build community in the school and to promote reading. Both sets of students get excited about Reading Buddies time because it's a chance to get out of class, have fun, and make a friend.

Reading and British Values

At Ballifield, we promote the fundamental British values of:

- 1. Democracy**
- 2. The rule of law**
- 3. Individual liberty**
- 4. Mutual respect**
- 5. Tolerance** of those with different faiths and beliefs

We believe that reading can make a key educational contribution to children's explorations of British Values through the promotion of these values through the chosen texts. They provide an opportunity for the children to discuss and enquire: we can't tell pupils what to value, but we can help them understand the impact of different values, help them question what they may hear and understand from different sources, and help them gain a deeper understanding about the role they as individuals can play in embodying these shared values and shaping society.

THE IMPACT OF THE TEACHING OF READING AT BALLIFIELD PRIMARY SCHOOL

The impact of our reading curriculum will be that all our children will be confident and able readers who have been exposed to a range of challenging texts, developing a strong understanding of language and the impact of the written word. Ballifield pupils will have highly developed fluency skills, understanding the performance aspect of reading and bringing a text to life. They will have built bank of cultural capital in relation to both authors and the world they have experienced through the texts. Through these experiences, they will have an understanding the pleasure reading can bring and developed a life-long love of reading.

Assessment, reporting and monitoring

- Throughout units of learning, teachers review and revisit previous reading and reading skills, consolidating and developing these areas. Links between texts will be explored and how this intertextual knowledge can help them grow as a reader.
- Progresses is assessed through measures, including:
 - Termly STAR READING assessments.
 - AfL from reading lessons
 - Listening to pupils read 1:1
 - Book conversations
 - RWI assessments
 - Phonics Screening check
- In upper KS2, children will complete written comprehension assessments to help them prepare for the SATs.
- Pupils carry out 'book quizzes' when they finish a book, helping the teacher gauge their understanding of the text and monitor the amount of reading 'mileage' they are gaining.
- Pupils' attainment in reading throughout the school will be tracked and monitored by the Subject Leader in order to ensure that reading provision at Ballifield is impactful. The Subject Leader and Phonics leader will also be able to identify areas for development and children who are finding it difficult to progress. Through discussion with teachers, ways to further support children to meet the learning outcomes will be devised.
- As required by law, we report pupils' attainment in reading in written form to parents once a year, specifying how their child is progressing and whether they are meeting the age-related expectations.
- At three parents' evenings per year, teachers verbally report on the attainment and progress of them as readers, how they are performing against age-related expectations and their attitudes towards reading.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in reading at Ballifield. This role includes:

- Ensuring staff are clear on our approach to reading and are meeting the requirements of the EYFS framework and National Curriculum.
- Supporting staff with planning and delivery of reading.
- Monitoring the teaching and learning of reading
- Providing and sourcing training and CPD (INSETs & PDMs) for staff.
- Attending Subject Network meetings, and other appropriate CPD, to connect and liaise with other Reading Leads across the city, feeding back key messages/updates to staff at Ballifield.

Policy date: January 2026

Policy review date: January 2027