

Oak Hill Church of England Primary School

Reading Curriculum Intent

'Jesus said, "I have come that you may have life in all its fullness'
(John 10:10)

FAITH – VALUES - ACTION

As a Thrive School we have high expectations for the **IMPACT** of our Curriculum in 3 strands:

Knowledge and Skills – Our Children will have the knowledge and skills as a firm foundation for the rest of their educational journey. They will have high levels of competency in English and Maths and the broader curriculum.

Learning Behaviours – A Year 6 pupil leaving Oak Hill will be eloquent, have high aspirations for the future and will be an enquiring independent learner who is resourceful and resilient to change or failure.

Personal Qualities – As our children begin their journey through secondary education we want them to be; resilient, self-reflective, curious, motivated to a love of learning. They are kind and compassionate and are good citizens and leaders.

Early Reading

To ensure that every child at Oak Hill will learn to read we ensure we:

1. Use one systematic synthetic phonics programme from YR to Y2

We use Bug Club to teach phonics and graphic knowledge (common exception words and tricky words). The programme follows an approach of synthesising phonemes associated with graphemes a child sees; or put another way, learning to read by blending the sounds associated with the letters a child sees. The programme is the product of extensive research on the best way to teach children how to read. **We have fidelity to this one programme.**

Using this programme, we are confident that:

- grapheme/phoneme (letter/sound) correspondences are taught a clearly defined, incremental sequence;

- we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell as soon as possible many simple CVC words;
- children are taught the highly important skill of blending phonemes, in order, all through a word to read it;
- children are taught to apply the skills of segmenting words into their constituent phonemes to spell; blending and segmenting are reversible processes

The programme is begun almost immediately as children enter Reception, from the second week of starting school.

2. We make time to teach phonics

We ensure enough time and priority are given to fully implement our Phonics programme. Children in EYFS and Year 1 have 4x weekly phonics sessions lasting for an average of up to 20 mins. However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout the day. The pace of the programme is maintained.

The structure of each lesson is as follows:

1. Introduction – alphabet song followed by learning intention
2. Revision of previous phoneme or grapheme
3. Lesson
 - Learn the sound
 - Visual search
 - Reading
 - Spelling
 - Writing
 - Follow up
4. Wrap up – re-cap learning intention followed by alphabet song

3. Children practise early reading with fully decodable books:

All the books in Bug Club Phonics have been finely levelled to ensure that all children can read books at exactly the right level for them. What's more, there are online versions for every printed title and a personalised website for each child.

Bug Club reading books in EYFS and Year 1 are:

- matched to phonic knowledge and do not require use of alternative strategies e.g. whole-word recognition and/or cues from context, grammar, or pictures.
- are fully decodable at child's current level and match the sounds they are currently learning
- are not mixed with non-decodable books for independent reading practice
- include a controlled, small number of 'tricky words' the decoding of which has been specifically taught
- are continued in a progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes.

Reading books are changed twice a week and the children take 2 books home each. Reception and Year 1 children take 2 phonetically decodable books until they are able to

read the first book within our Benchmark Reading Assessment Scheme (pink level). Year 1 then continue with a phonetically decodable book as well as a reading book matched to their current reading ability. For children who have not passed the Year 1 Phonics Screening Check, they will also read a phonetically decodable book containing the sounds that they don't know as well as a reading book matched to their current reading ability. For children who have passed the Phonics Screening Check, they will read a book matched to their current reading ability and continue to be regularly assessed using the Benchmark Reading Assessment Scheme.

4. We have the expectation that all children will attain or exceed expected standards:

We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 1:

EYFS:

- End of Autumn Term: Completed Phase 2 and Started Phase 3
- End of Spring Term: Completed Phase 3
- End of Summer Term: Completed Phase 4

Year 1:

- End of Autumn Term: Y1: Consolidated Phase 4 – Started Phase 5
- End of Spring Term: Completed Phase 5

November: Expected Score on Phonics Screening Check 8-10

February: Expected Score on Phonics Screening Check of 16-20

April: Expected Score on Phonics Screening Check of 24-30

June: Expected score on Phonics Screening Check of 32-40

Year 2:

Phase 6 (consolidation of Phase 5 depending on pupils needs)

We assess each half term in order to ensure gaps in children's knowledge are being identified quickly to allow for interventions to be put in place.

Early Reading Impact:

The expectation is that all children will be fluent readers having secured word recognition skills by the end of key stage one.

By the end of Year 2 we expect our children to be skilled at word reading to ensure:

- the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation;
- the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace;
- books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words;
- most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children at Oak Hill. Interventions will be put in place for those

children who still need support to decode fluently and accurately.

The teaching of reading at Oak Hill

We teach reading using a whole-school programme called 'Complete Comprehensions'. This programme is designed to support children from their first steps in comprehension through to secure ownership and confident application of comprehension skills by the end of Year 6. We have visual representations of the reading skills that we teach displayed in every classroom (see below)

Complete Comprehension

Key Stage 2 Skills

Schofield&Sims



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find and talk about the text's main points.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.



Talk about the structure of the text.



Talk about the effect of words and groups of words used in the text.



Compare the events, characters and structure of the text.

Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.

For use with Complete Comprehension ©Schofield & Sims Ltd, 2020

Complete Comprehension

Key Stage 1 Skills

Schofield&Sims



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find the events in the text before you put them in order.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.

Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.

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These are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

Explicit teaching of reading takes place 4 times a week and focuses on one reading skill per week. All of the reading skills have high importance, but we give extra time to retrieval and inference. The level of challenge increases throughout the year groups through the complexity of texts being read.

The teaching of reading at Oak Hill follows the below sequence and is consistent across every class (YR1-6):

1. Get ready - prepare the children to engage with the text
2. First steps - Read the text together and check understanding
3. Explore - Discuss and appreciate the text's themes and features
4. Skills focus - Model a comprehension skill and answer test-style questions
5. Where next? - Round off teaching with a related activity or further reading

The Get ready session and First steps session are carried out verbally as a class. The Skills focus session is recorded in books. From Year 2 onwards the Skills focus session is always structured around three sets of questions: modelled target-skill questions, practice target-skill questions and mixed skill questions. In Year 1 a simplified session is used until the middle of the summer term, when the full session is introduced.

Impact:

Each year group completes three progress checks within the Complete Comprehension units. These are informal assessments in which the children work more independently to answer a set of questions that cover a range of comprehension skills. In Year 1, the progress checks are carried out at the end of the year, once the children are familiar with the full teaching sequence. We also carry out termly summative assessments of reading using the cornerstones test papers.

By the end of Year 2 we expect our children to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

By the end of Year 4 we expect our children to:

Develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

By the end of Year 6 we expect our children to:

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing Curriculum Intent

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Learning Behaviours – A Year 6 pupil leaving Oak Hill will be eloquent, have high aspirations for the future and will be an enquiring independent learner who is resourceful and resilient to change or failure.

Personal Qualities – As our children begin their journey through secondary education we want them to be; resilient, self-reflective, curious, motivated to a love of learning. They are kind and compassionate and are good citizens and leaders.

Intent

At Oak Hill, our aim is for all children to grow into **resilient, self-reflective, curious, motivated** writers who are able to use a range of writing techniques and tools to express their journey through primary school with us.



Implementation

At Oak Hill, we follow 'The Write Stuff' scheme - established by Jane Considine - from Reception to Year 6. This scheme brings clarity to the mechanics of writing through immersion in extraordinary vocabulary and clear and concise systems in which the writer can engage their imagination.

"One must be drenched in words, literally soaked in them, to have the right ones form themselves into the proper pattern at the right moment." ~ Hart Crane

In our lessons, the teachers follow a repeated and 'chunked' structure, where they use the three zones of writing to provide a consistent, systematic whole school approach to writing.

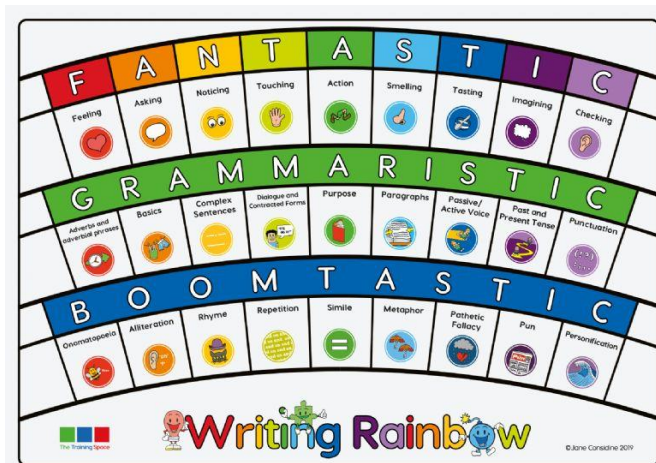
Each lesson is broken down into 3 learning chunks, with each chunk having three sections:

- Initiate section - a stimulus to capture the children's imagination and set up a sentence.
- Model section - the teacher models a sentence that outlines clear writing features and techniques.
- Enable section - the children write their sentence, following the model but inputting their chosen vocabulary.

Each learning chunk encourages **resourcefulness** and **resilience** through 'chotting' (chatting and jotting at the same time) and 'kind calling out' where the teacher shares their ideas as well as encouraging the children to share their ideas with the class and add to the bank of words.

Children are challenged to 'Deepen the Moment' which requires them to become an **independent learner** and draw upon previously learnt skills and apply them to their writing during that chunk.

"The Write Stuff" uses three essential writing zones to enable to children to become phenomenal writers:



The FANTASTICS - 9 lenses to structure ideas and support the children in targeted thinking, providing them with opportunities to initiate ideas and ignite imaginations.

The GRAMMARISTICS - Tools used to teach the rules of our language system so the children can carefully structure their sentences.

The BOOMTASTICS - Techniques to help children capture the attention of their audience using a range of literary devices and techniques.

Impact

We endeavour to ensure that writing is an area of the curriculum at Oak Hill that children can achieve success in, whatever their ability. We want our pupils to have **high aspirations** of their writing ability, to take pleasure in writing and most importantly, to see themselves as **enquiring independent** writers who are **resourceful** and **resilient** to change or failure.

By the time they leave Oak Hill, we want learners to be skilled at writing for different audiences and purposes. We envisage that our pupils will write well-presented, accurate and fluent pieces, including varied vocabulary, accurate spellings and grammatically correct structures.

We aim for the percentage of pupils working at age related expectations to be in line or better than national standards. Equally, we aim for the percentage of pupils working at greater depth to be in line or better than national standards.