

English Reading Curriculum

2023 - 2024



At Lobley Hill Primary School we aim to be the 'Best that We Can Be' through being curious, adventurous and respectful in order to achieve personal excellence.

Statement of Intent:

At Lobley Hill Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading to develop happy healthy and curious learners who read confidently and independently.

This curriculum is delivered through synthetic phonics, guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers.

We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

Our National Curriculum Says...

“Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.”

Rationale for Book Choice

The books that form the whole class reading spine for each year group have been carefully curated and each year group includes:

- Novels/Sustained Stories – this allows the exploration of character development over several chapters and children are guided to move beyond the five-part story.
- High quality picture books – these texts include engaging illustrations that can be used to enhance the reading experience, improve understanding alongside the text and give examples of short stories. It is important to use that the books we share with our children reflect the school community and give children the opportunity to see themselves in the books they read also, we want to expand our children’s awareness of our wider community. The picture books have been chosen to reflect this diversity – BAME, disability, LGBTQ, and neuro-diversity. A traditional tale thread has been built in from year 2 to 6 with children exposed to traditional, twisted and versions from other countries.
- Wordless Fiction – these books require children to ‘read’ and understand the illustrations in order to tell the story. Children will need to use retrieval and inference strategies in order to comprehend well. Progressively challenging books have been planned to be used in each key phase.
- Poetry – each year group has a theme on which their poems are based this ensures that they become familiar with a range of different poetry types and forms.
- Plays – targeted lower key stage two as the key phase to learn about Play Scripts, upper KS2 will use this knowledge to aid in their end of year performances. Progression has been built in to ensure that children are taught how to use the key layout features. The stage direction and vocabulary become more challenging with the second play they encounter.
- Non-Fiction – within this, children will be exposed to a range of different formats including online texts, one-page documents and high-quality non-fiction books. The text types have been carefully balanced across year groups to ensure children experience a range of different genres and topics. Text become increasingly challenging and children are progressively introduced to layout devices and techniques.

Year 2	Year 3/4	Year 3/4	Year 5	Year 6
Information	Information	Information	Information	Information
Biography	Letters	Explanation	Persuasion	Biography
			Biography Speeches	Mix of Non-fiction Past Papers

Teaching in units

We teach in reading units to allow a deeper study of the text and to ensure children are reading whole texts and not just extracts. (The exception to this is in non-fiction where teachers are not expected to start at the beginning of the book and work their way through rather, teaching will focus on use of contents page using specific sections, referring to glossary etc. alongside this double page spreads and online versions of texts will be used.)

Each unit has been allocated a specific amount of time within a half term dependent on the length and complexity of the text.

It is expected that a novel study will include more independent reading time where appropriate. This allows children to develop their pace and stamina for reading. During this time, it is expected that teachers support children who are weaker work readers to access the class text.

Reading lessons

Children in Year 1 follow the full RWI programme for reading and writing. They are groups according to ability and work through the different stages of the programme.

Word time Lessons: As soon as children have learnt a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the words until they become able to read them on sight. Ditty lessons follow on from this where children who are becoming excellent at reading single words are introduced to reading whole sentences.

Storybook Lessons: The next stage of the Read Write Inc scheme is for children to read storybooks that are closely matched to their developing phonic knowledge. The storybooks consist of green words linked to the sounds they have been learning, red words (words that are not decodable) and challenge words to extend children's vocabulary. After children have practiced these words individually, they are prepared to see them in context in the story. These story books are read a minimum of three times to aid with fluency, comprehension and expression.

Whole class reading lessons

Year 2 marks a transition between the RWI programme and our whole class reading lessons. How this looks in terms of timings year to year will vary dependant on cohort strengths and weaknesses. For example, the cohort starts off the year in guided group reading linked to phonic texts and then transitions to whole class reading, the timing of this will vary year on year and teacher assessment will determine when this transition takes place.

Children from Year 3-6 have daily 30 minute whole class reading lessons. The aim of whole class reading lesson is to develop the knowledge needed to understand increasingly challenging texts. We aim to guide and support children to become better at drawing meaning from a text:

- Develop children's knowledge of the world
- Build breadth and depth in vocabulary knowledge
- Teach and scaffold the application of comprehension strategies
- Explore grammatical relationships (develop knowledge of syntax: word order, use of pronouns and sentence structure)
- Develop knowledge of text structure

Lessons are structured to ensure that learning is scaffolded through the following key elements:

Retriever	Orientate	Read	Explicit Teaching	Explore and Explain
Revisit Previous Learning e.g. -Summary of the story so far. (Who, what, why, when, where, how) -Revisit Key Vocabulary -Tell me three things about...	Ensure that children have the necessary background knowledge e.g. -Activate background knowledge -Share key information -Preview vocabulary	Read aloud and to themselves e.g. -Model fluent reading -Echo read -Choral read -Re-read to themselves -Read a section/chapter to move forward in the plot	Explicit Teaching: including modelling and demonstrating e.g. -Model a strategy -Teach vocabulary -Talk aloud -Demonstrate how to complete a task	High quality discussion with opportunity think, question, discuss and explain in order to deepen understanding e.g. -Book talk -Think-pair-share -Group discussion -Group tasks -Drama

Please note that retrieval and orientation should be delivered at the start of every lesson. However, read, teach and explore may follow a more flexible approach and should be delivered as appropriate to the sequence of learning.

Scaffolding for lower attainers

All children should access the whole class reading lessons in line with National Curriculum guidance. The National Curriculum states that in Year 3 and 4:

‘As far as possible these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.’

In Years 5 and 6:

‘As far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.’

Word reading and fluency for these children is addressed through:

- Afternoon phonics intervention
- Daily reading with teacher or teaching assistant

Within whole class reading lessons, lower attainers should be supported by a Teaching assistant (if available) to model use of vocabulary, aid in discussions, re-read texts as needed.