

# St Denys Core Curriculum

## English - Reading



## English Curriculum Intent

<b>Curriculum Drivers</b>	<b>Well Being</b>	<b>Creativity</b>	<b>Communication</b>	<b>Choice</b>	<b>Challenge</b>
Our curriculum drivers shape, personalise and underpin our curriculum, bring about the aims and values of our school, and respond to the particular needs of our learners.	Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	Our curriculum provides children with the knowledge, skills and understanding to make informed choices	Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it

At St Denys Primary School, we have designed our English curriculum with the intent that all children, regardless of background, will become fluent, insightful readers and technically skilled, creative writers. Our children engage with a range of genres and develop their understanding of fiction and non-fiction styles. Furthermore, we have developed a curriculum that instils a love of reading and writing that we hope will stay with our young learners for life.

We understand that a good grasp of English is the foundation of the entire curriculum and that children who are confident and adept readers and writers will be empowered to succeed in all other areas. We believe strongly in the vital role played by parents and carers in the development of reading and writing and in the nurturing of positive habits, particularly in attitudes towards reading. We welcome this and value their contribution. To develop the appropriate subject specific knowledge, skills and understanding set out in the National Curriculum, we have built our English curriculum upon principles from Chris Quigley's Essentials Curriculum.

We deliver a Reading curriculum, which develops:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both learning and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

At St Denys Primary School, our reading curriculum is based on Chris Quigley's Essentials Curriculum. It can be simplified to the following key objectives for all year groups:

- To read words accurately
- To understand texts
- To use inference
- To use reciprocal reading skills

### **READING IMPLEMENTATION**

In Year R and Year 1, reading is taught using texts linked to our chosen Phonics programme.

Year 2 will revisit Phonics as appropriate during the Autumn term.

In Year 2 (when ready) and in Key Stage 2, whole class reading lessons are taught through a carefully developed sequence of learning based on rich texts.



These key learning objectives are not focused on a particular year group. They are common for every year group and in that way the children receive lots of repetition of them, and each time they are revisited, we are advancing the children's understanding a little bit further.

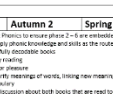
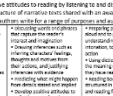



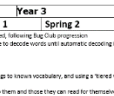
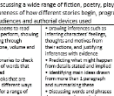
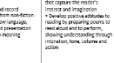


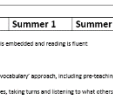
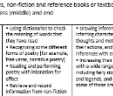
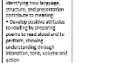


Teachers model the respective reading skills in guided reading lessons, and then children apply them either independently, or with scaffolding or support relevant to any individual needs. The vast majority of children will access the same whole class text. Where a small number of children may not be able to access the text, differentiated options will be used.

Texts are carefully chosen, that are rich and inspiring for the children to read. There is a balance across year groups of fiction and non-fiction texts with a variety of text purposes chosen. Links are made with other areas of learning where appropriate to support the children with remembering more and knowing more. St Denys Primary School chooses texts carefully, using teachers' own knowledge of high-quality books, and using suggested booklists from the Centre for Literacy in Primary Education. We subscribe to CLPE's Power of Reading resources and schemes of work, and use these as a basis for planning reading sequences.

Other rich texts are chosen to support the main class texts, such as thematically similar books, good quality class readers to read aloud to the class for pleasure, and non-fiction texts to support Captivating Curriculum topics.

Texts will be evaluated annually by teachers for suitability and effectiveness, as well as to keep up to date with the ever-growing range of high quality children's literature, and may be changed accordingly.

	Year 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Read and Enjoy						
Classroom Reading						
Reading for Pleasure						

	Year 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Read and Enjoy						
Classroom Reading						
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The Curriculum is broken down into 4 phases:

- Children in Rainbow will continue follow the Early Learning Goals and Pebbles Curriculum
- In Y1 and Y2, children will be following Milestone 1
- In Y3 and Y4 children will be following Milestone 2
- In Y5 and Y6, children will be following Milestone 3

Our reading curriculum meets and exceeds the requirements of the National Curriculum. The children will have regular opportunities to independently demonstrate their skill, knowledge and understanding across the curriculum through their reading and greater depth.

These key learning objectives are not focused on a particular year group. They are common for every year group and in that way the children receive rigorous repetition of them and each time they are revisited, we are advancing the children understanding a little bit further.

We believe progression is not simply a matter of ticking off what pupils can do. Instead we are concerned with how well they can do things, their fluency and their depth of understanding. Therefore, we think it is important to focus on two things:

- a) the **breadth** of learning (i.e. how many examples of learning we can see)
- b) the **depth** of learning (i.e. the fluency of pupils, how well they apply knowledge and skills and their depth of understanding)

We can show progress by moving through the milestones. But of course, that is not going to happen quickly because each milestone is a two-year programme.

Learning takes time and some children take longer than others to achieve. So within each milestone there are three depths of learning – **basic, advancing and deep**.

All children begin each milestone at the **basic** level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. A child at the **basic** level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills essential in a specific milestone.

After children are able to demonstrate this ability on multiple occasions, they move to the **advancing** stage. They are more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Typically they are able to: explain, classify, infer meaning, make predictions, interpret, summarise and apply their skills to solve problems.

Finally some children may reach the **deep** level of thinking. This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults. At this stage, children are able to: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design and prove.

By the end of Year 2, 4 and 6, it is expected that most children will have reached the **advancing** stage of understanding within the appropriate Milestone. This means they will be confident in using and applying their knowledge and skills in a range of situations.

Our planning overviews set out the learning journey for each term. Our weekly/unit planning identifies the specific learning intentions and relevant vocabulary. Our success criteria show the context of the lesson/series of lessons, the specific learning intentions (using 'I can' format) and the associated key vocabulary.

Example of subject success criteria:-

**As a reader, I am learning to use inference to understand a story**



**Text: The Nowhere Emporium**

	Me	Mr H	Vocabulary Inference evidence
I can use clues to help me to understand a story			
I can use evidence to support my answers			

### **Impact**

By the time the children at St Denys leave our school they should have developed:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both learning and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Our approach to the curriculum results in an inspiring, engaging, and high-quality reading education. Teachers use assessment to inform their future planning, and as a topic-based approach continues to be developed, teachers are able to revisit misconceptions and knowledge gaps in reading when teaching other curriculum areas.

This supports varied paces of learning and ensures all pupils make good progress. The subject-specific knowledge developed in our reading lessons equip pupils with experiences which will benefit them in secondary school, further

education and future workplaces. Writing at St Denys gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their lives.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of reading. Vulnerable groups are carefully considered and adaptations are made to ensure that they are included and well supported. Data is collected at the end of the school year and recorded on Depth of Learning Tracker so teachers can see year on year which pupils are exceeding, meeting or working towards national expectations.

Our main aim is for children to leave St Denys having used and developed the characteristics of a reader and they will continue to use these in their future lives



## READING - End of Milestone Outcomes

<p>By the end of <b><u>the Pebbles Milestone</u></b>, children will be able to...</p>	<ul style="list-style-type: none"> <li>• Reads simple phrases and sentences.</li> <li>• Enjoys a range of books.</li> <li>• Knows that information can be retrieved from books.</li> <li>• Retells simple stories.</li> <li>• Can describe settings, events and characters in some detail.</li> <li>• Uses vocabulary they have heard in books.</li> <li>• Is developing phonological awareness.</li> <li>• Shows familiarity with rhyming and beginning sounds.</li> <li>• Reads some high-frequency words.</li> <li>• Is beginning to blend and segment sounds.</li> </ul>	
<b>THRESHOLD CONCEPTS</b>	<b>Read words accurately</b> This concept involves decoding and fluency.	<b>Understand texts</b> This concept involves understanding both the literal and more subtle nuances of texts.
<p>By the end of <b><u>Milestone 1</u></b>, children will be able to...</p>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experiences and other books.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>• Re-read these books to build up fluency and confidence in word reading.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading</li> </ul>	
By the end of <b><u>Milestone 2</u></b> , children will be able to...	<ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences from reading.</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination.</li> <li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> </ul>

		<ul style="list-style-type: none"> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Recognise some different forms of poetry.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve</li> </ul>
By the end of <b><u>Milestone 3</u></b> , children will be able to...	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> <li>• Read age-appropriate books with confidence and fluency (including whole novels).</li> </ul> <p>(Note: this should be through normal reading rather than direct teaching.</p>	<ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare 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.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>• Predict what might happen from details stated and implied.</li><li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li><li>• Identify how language, structure and presentation contribute to meaning.</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>• Retrieve and record information from non-fiction.</li><li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li><li>• Distinguish between statements of fact and opinion.</li><li>• Provide reasoned justifications for views.</li></ul> |
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