

Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

Reading Curriculum



Halesowen C of E Curriculum Reading Curriculum

School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE	• EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021- taken predominantly from the Literacy and Communication and Language sections. • Key stage 1 and 2: - National Curriculum. • Use of the documents “Teaching a Broad and Balanced Curriculum for Education Recovery” and “The Reading Framework: Teaching the Foundations of Literacy” • Use of additional resources such as (but not limited to): Fred’s Teaching, Phonics Queen, Classroom Secrets, Education City.
PROVISION	• In KS1 and KS2 children have a daily reading session, approximately 20-30 minutes. This session uses an approach adapted from Fred’s Teaching, which aims to build fluency by reading and re-reading a passage of text. Comprehension skills are then developed using questions from Fred’s Teaching. • During this reading session the lowest 20% of readers complete a guided reading session, with texts appropriate to their reading level. These sessions aim to develop children’s reading fluency and comprehension through discussion and questioning. • In KS2 children with reading ages below the phonics test across all classes are targeted through interventions where they are taught phonics and reading e.g. in a guided group together during the English session. • In EYFS comprehension and book talk skills are incorporated in to the learning journey through adult input sessions and interacting with the children during child-initiated time. Books are chosen to compliment the topic and engage children based on their interests. • Reading for pleasure is a key part of children’s reading development. In EYFS we share stories, poem or rhymes with children 3 times per day; in KS1 we share stories or poems 2 times per day; in KS2 we share stories at least once per day. These stories/ poems could be linked to the writing lessons, based upon their topics or linked to the class’ interests. • Every child takes home reading books. In EYFS and KS1 these are based on their current phonics level. In KS2 and in Year 2 (if they have passed their phonics assessment in Year 1) children will take home colour banded books. These coloured bands are linked to the children’s reading and comprehension ages, which are determined through Salford Sentence Reading Tests, which are completed termly, alongside teacher assessment using Insight. Children in Years 5 and 6 who are able to read fluently and confidently choose their own books to take home, these may not be colour banded books. • Children in Years 2-6 are also able to choose a book to read from the class library and are able to take this home booking it out using the Libresoft system. • In Reception-Year 2 children have a daily phonics session, approximately 30 mins, which follows our bespoke phonics scheme. This is a systematic approach to phonics, inspired by The Phonics Queen, and all groups follow the same teaching sequence. Children in Year 3 and above who need additional support with phonics/ early reading can also access these materials.



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	As reading is such a vital life skill, our lowest 20% of readers receive additional reading support with regular interventions. Other lower ability readers also receive additional reading interventions across the week.
KNOWLEDGE	- Reading is an essential skill in our everyday lives, and as such plays a key role in our curriculum. Our reading curriculum aims to ensure children are competent and fluent in the fundamentals of reading. - Word reading: This area of knowledge can be broken down into two key areas phonological reading and sight reading. Through our phonics curriculum children learn to identify graphemes and the phonemes that they link to. Using these graphemes children are able to read words by decoding. Children also learn to read through sight reading, by learning common exception words/ high frequency words, which are not phonetically decodable such as “is, by, the” or are in high use, such as “Mum, Dad, it.” - Comprehension: This area of reading knowledge focuses on children’s understanding of the text they have read, or has been read to them. - Alongside building children’s knowledge to allow them to read, our reading curriculum aims to build a broad and varied author knowledge. Each year group reads a range of quality texts, targeted to their reading age/ ability, which introduces them to popular children’s authors e.g. Julia Donaldson, Roald Dahl, Ted Hughes, as well as less well-known or newer authors e.g. Onjali W Rauf – The Boy at the Back of the Class. - In addition to a range of authors, children are also exposed to a range of genres of text e.g. poetry, information texts, reports. By reading and examining a wide range of genres, children’s knowledge of a text’s features will develop, and this knowledge can also be applied to their writing. - Whilst exposing children to a wide range of authors and genres, we ensure that texts chosen are pitched suitably to the children’s age and level by using the reading spines by Pie Corbett.
SKILLS	- Alongside building their reading knowledge, children are taught and given opportunities to apply a range of skills to their reading. - As a precursor to early reading, in EYFS (or when children with additional needs require it), children learn a range of auditory and oral reading skills. These skills include: general sound discrimination (environmental sounds, instrumental sounds, body percussion); rhythm and rhyme; alliteration; voice sounds; and oral blending and segmenting. These phase 1 phonics skills help children get attuned to the sounds around them and build early blending/ segmenting skills they will use in their next stages of learning to read. - Through our phonics curriculum children develop key skills to help them decode words. Once children have a knowledge of some graphemes/ phonemes they can use this skill to blend sounds and read words. The skill of blending is looking at the written word, looking at each grapheme and using their working knowledge of GPCs (grapheme phoneme correspondence) to work out which phoneme each grapheme represents, then merging these phonemes together to make a word. As children’s blending skills improve so does their reading accuracy and fluency.



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	• Children will learn to use their reading skills to answer questions, which will deepen children's comprehension of the texts they are reading. • Once children have passed their phonics test, children in Years 2 and 3 will focus initially on fluency and basic comprehension in their whole class reading sessions using the Fluent in 5 resources from Fred's Teaching. They will answer retrieval and vocabulary questions in every session. Later in the year, Year 3 children will move onto reading resources that will extend the children's reading and comprehension. Children in Years 4, 5 and 6 will use the Fluent in 5 resources once a week and the other 3 days they will use reading resources to extend the children's reading and comprehension. These sessions will include opportunities for children to learn new vocabulary, read a longer text, answer retrieval questions, and answer a mixed set of comprehension questions. • Reading is a vital skill that we use regularly in our everyday lives, our children also use this skill across the wider curriculum. For example reading problems (Maths), reading and following a set of instructions (Science/ DT), reading a diary account of a key event (History).
MEANINGFUL START POINTS	• Children need to know where the subject exists in real life, and the purpose of the session. Children need to understand the importance of everybody being a reader- especially as they grow into adults, and this skill is necessary for future education, employment and life. • As well as teaching reading knowledge and skills, it is important that our reading curriculum celebrates children's enthusiasm and passion for books. This can be seen through our reading for pleasure time (children can choose the books they read), reading to children, or through experience days, which engage children in the text they are studying (linked to the Write Stuff).
VOCABULARY AND LANGUAGE	• Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context. • They should use language to question, enquire, compare, contrast, explain, justify, debate, predict, reason, infer, retrieve and summarise within reading sessions and across the wider curriculum. • If children are to succeed in reading it is essential they have a strong grounding in supporting skills e.g. speech and language and communication. When children begin in EYFS (or join us at other points through their school journey) we use speech and language progression tools to identify any areas where children might need additional support. For example, if a child is low achieving in vocabulary or understanding, this will have a great impact on their reading ability. As speech and language is so key to being a confident and able reader, it remains a focus throughout school with teachers and staff using communication friendly techniques to support and develop children's language skills.
ENRICHMENT OPPORTUNITIES	• Reading is a broad and diverse subject, children will have the opportunity to practice this skill across the wider curriculum as well as in dedicated reading sessions. For example, reading a recipe (DT/ Cooking), researching about animals and habitats (Science), reading a newspaper report of an historical event (History).



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	- To enthuse children and engage them in texts they are reading author visits/ video calls/ videos are used, allowing children to ask questions about the texts they have read, and also gain insight into the life and career of an author. - We value using local resources such as our local library. Children can visit the library, learn how get a library card and borrow a book. They can then share this knowledge with parents and carers, and reading can be enjoyed out of school too. - Throughout the year we participate in events which celebrate reading and books such as World Book Day. These events help to inspire children's imagination and share their love of reading through activities such as dressing up as book characters, bringing in a favourite book to share, and reading their books to others. - We explore incentives with the children to promote reading for pleasure. - Experience Days linked to the book they are reading can be used to allow children to see the book in a different way, or bring their imagination to life. These could involve role play as the book characters, visiting a setting similar to the story, or re-creating an event from the story. - Children can also access audio stories through Now Press Play. These stories, as well as being audio stories, are also immersive encouraging children to participate in the story, bringing it to life for them as well developing their understanding of the story they are hearing.
INDIVIDUAL DEVELOPMENT	- Ensure equality so all children can access learning (SEND or EAL). Consider ways children who struggle with English skills can access and present learning, or children with physical impairments can access resources. This could be done through scaffolding, use of sound mats/ phonics displays, visual prompts, reading rulers. - Reading ability is monitored throughout the school year using a variety of methods e.g. teacher assessment, phonics assessment, reading ages. From this we can target support where it is most needed through interventions such as daily/ weekly 1:1 reading sessions, group guided reading or BRP (Better Reading Programme) style interventions. - Allow opportunities for curiosity and fascination in all subjects and topics- create curiosity and celebration – allow children to get lost in a book. - Make time for children to be inquisitive and develop learning in their own way- allow children's interests to navigate the learning journey- this could be by including more texts by a favourite author, reading alternative versions of a favourite story, or exploring more examples of a genre they enjoyed e.g. poetry. - Nurture ambitions and aspirations- talk about the variety of careers that can use their skills and talents, whilst also highlighting the importance of reading for any career. - Develop a love of reading and nurture their imaginations.