

Vision

Our **Reading** curriculum ensures that children will have:

- 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 study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Intent

The curriculum is underpinned by the three drivers: a clear list of the breadth of topics that will be covered; the **'threshold concepts'** pupils should understand; criteria for progression within the threshold concepts and criteria for depth of understanding.

Implementation

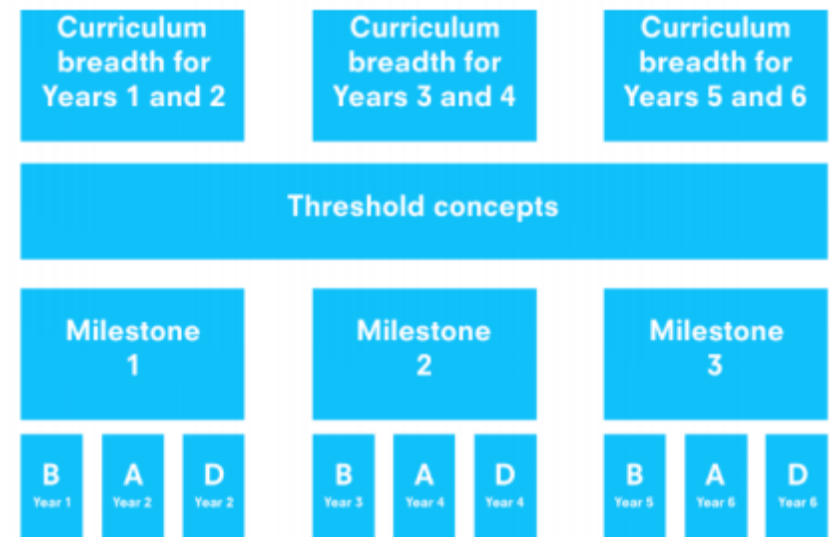
Our **Reading** curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective with spaced repetition.
- 2) Interleaving helps pupils to discriminate between topics and aids long-term retention.
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content

Impact

At the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding.



Breadth of Study

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. 	<ul style="list-style-type: none"> • Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
<p>Read words accurately This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). <p>(Note: this should be through normal reading rather than direct teaching.)</p>

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- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out

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	<p>unfamiliar words accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none"> • Re-read books to build up fluency and confidence in word reading. 		
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • 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. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied.

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| | | <ul style="list-style-type: none">• Predict what might happen from details stated and implied.• Identify main ideas drawn from more than one paragraph and summarise these.• Identify how language, structure and presentation contribute to meaning.• Ask questions to improve understanding of a text. | <ul style="list-style-type: none">• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Identify how language, structure and presentation contribute to meaning.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.• Retrieve and record information from non-fiction.• Participate in discussion about books, taking turns and listening and responding to what others say.• Distinguish between statements of fact and opinion.• Provide reasoned justifications for views. |
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