



# Deighton Gates Primary School

## Curriculum Overview: English Reading



### Intent

At Deighton Gates Primary School, our intent is to deliver a high-quality English education that promotes high standards of language and literacy; equipping pupils with a strong command of the spoken and written word. Our English curriculum will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. **Through the reading curriculum offer in particular**, pupils will have opportunity to develop culturally, emotionally, intellectually, socially and spiritually. Reading will enable pupils both to acquire knowledge and to build on what they already know. We recognise that all the skills of language are essential to participating fully as a member of society and to instil a life-long love of reading. We also recognise the essential role parents play as partners in teaching their children to read and encourage all families to support the development of a love of reading.

At Deighton Gates we follow the National Curriculum which has the overarching aim for English to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading across the curriculum for enjoyment. The specific aims are to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

In order to achieve these aims we have designed an ambitious curriculum that is coherently planned and sequenced and fulfils the requirements set out in the [National Curriculum](#). We have identified the key 'Threshold Concepts' which define the fundamentals of the reading as a distinct subject.

These threshold concepts to ensure that our curriculum offer is coherently sequenced and enables pupils to make progress within each discipline.

The **Threshold Concepts** in English (Reading) are:

### Word Reading

This concept relates to skilled word reading which involves: both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. The fundamentals in the early teaching of word reading include:

**Phonics and Decoding, Common Exception Words and Fluency.**

### Comprehension

This concept relates to drawing meaning from what is read. 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. There are several aspects to comprehension which include: **Understanding and Correcting Inaccuracies, Comparing, Contrasting and Commenting, Words in Context and Authorial Choice, Inference and Prediction, Poetry and Performance and Non-Fiction.**



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### Sequencing

The Long Term Plans sets out the specific, intended progression for each concept. The curriculum has been sequenced to ensure that children progressively develop the knowledge and skills defined within the threshold concepts. Each is broken down into specific year group content (matched closely to the National Curriculum) and the children work towards mastering these objectives during their time in a given year group. The Medium Term Plans for each year group set out the intended sequencing of the curriculum.

### Implementation

The intended English (reading) Curriculum is implemented through the planning, teaching and assessment of reading as a specific discipline in each year group.

### Phonics

As a school we have adopted Bug Club Phonics which is a DfE approved systematic synthetic phonics programme which is centred around an accessible and inclusive teaching approach. In Reception and Year 1 children are taught phonics daily through whole class and additional small group lessons. Our Long and Medium Term Phonics Plans set out the detailed systematic programme we follow. There is an expectation that in every lesson the children will apply their new and prior learning; with phonics sessions following the teaching sequence outlined below:

**Revisit** – this should not to be the same rotation of sounds and tricky words but more specific to the skills or sounds that children need further support with.

**Teach** – new learning made explicit.

**Practise** – Opportunity for pupils to apply new learning through focused activities and games.

**Apply** (in which the teacher assess progress against the prior and new learning).

Each half term, pupils' progress (EYFS, KS1 and Specific KS2 children) is assessed and recorded on a cohort tracker. This is used, alongside individual assessments to record pupils progress towards each objective, identify next steps and to inform teacher assessment. At the end of Year 1, and select pupils in Year 2 (those who did not meet the minimum standard in Year 1), take the statutory National Phonic Screening Check (a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an expected standard). If the check shows that children have not achieved the minimum standards, then they will work in a small intervention group to enable them to secure their phonics knowledge. In Year 2, the majority of pupils transition from phonics to spelling by working through the Read Write Inc. Spelling Scheme which is linked to the spelling rules outlines within the National Curriculum.

Any children that do not meet the minimum standard by the end of Year 2 are tracked closely and supported throughout Key Stage 2. Each child has specific interventions (usually ALK or Alpha to Omega) dependent on their specific needs, and an Individual Education Plan (IEP) to ensure that they benefit from continued, focused and monitored support and learn to read as quickly as possible.

### Comprehension

Specific reading, or comprehension, skills are developed through individual, group or whole class guided reading sessions. In these sessions, teachers carefully select texts matched to the pupils' abilities or needs. For group reading, and particularly in Year 1, 2 and 3, we use Project X books which are banded and matched to our School Reading Scheme. For whole class sessions, teachers use extracts and whole texts as context for teaching the specifics detailed in the Long Term Plan's 'comprehension' threshold concept. We also have a subscription to First News which includes a wealth of teaching resources to spark engagement with current affairs as well as downloadable, differentiated reading activities based on stories in each week's newspaper.

The detailed Long and Medium Term Plans (see Curriculum page for further details) set out when, within the curriculum's design, each concept is taught, revisited and assessed.



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In Reception children read every day as part of their phonics provision and the comprehension concepts are a focus of whole class literacy lessons, story sessions and during 1:1 reading with an adult.

In Year 1 daily group reading sessions are taught, using phonics matched books, to provide opportunity for child to practise and apply their word readings skills and introduce the comprehension concepts.

In Year 2 a mixture of group, and whole class, guided reading is used daily to target teaching of both threshold concepts (word reading and comprehension)

In Key Stage 2 a mixture of group, and whole class, guided reading is used 3 to 5 times a week to target the teaching of both threshold concepts (word reading and comprehension). Whole class guided reading is used more prominently from Year 4, as at this stage, comprehension skills take precedence over the teaching of word reading specifically.

From Year 1 to 6, teachers conduct termly assessments and use Classroom Monitor (an online database) to: record pupils progress towards each objective, identify next steps and to inform teacher assessment. In Reception, teachers use Tapestry and day to day to teaching to record ongoing assessments against the early learning goals. In Year 2 and 6 Reading end of key stage, statutory assessment tests (SATs), are administered; with results being reported to parents and the DfE.

Termly Pupil Progress meetings are held with the senior leadership team to track the progress of groups and individuals. This enables staff to: review each pupil's progress towards targets, identify next steps, evaluate the implementation of the curriculum and identify opportunities for further review. Whenever necessary, all staff are expected to identify specific pupils with special educational needs and/or disabilities, as well as those with an identified specific talent; and adapt the curriculum's implementation accordingly. In pupil progress meetings, pupils may be identified as target readers. This may be any child that needs support or opportunity to practise their reading skills. Across school target readers are prioritised for 1:1 reading session with teachers, assistants and volunteers.

### Reading Linked to Writing:

The writing curriculum is driven by a variety of high quality texts that are used to promote engagement and purpose for writing. The Medium Term Plans below highlight when specific texts are used to drive and inspire writing.



Reception  
MTP.docx



Year 1 MTP.docx



Year 2 MTP.docx



Year 3 MTP.docx



Year 4 MTP.docx



Year 5 MTP.docx



Year 6 MTP.docx

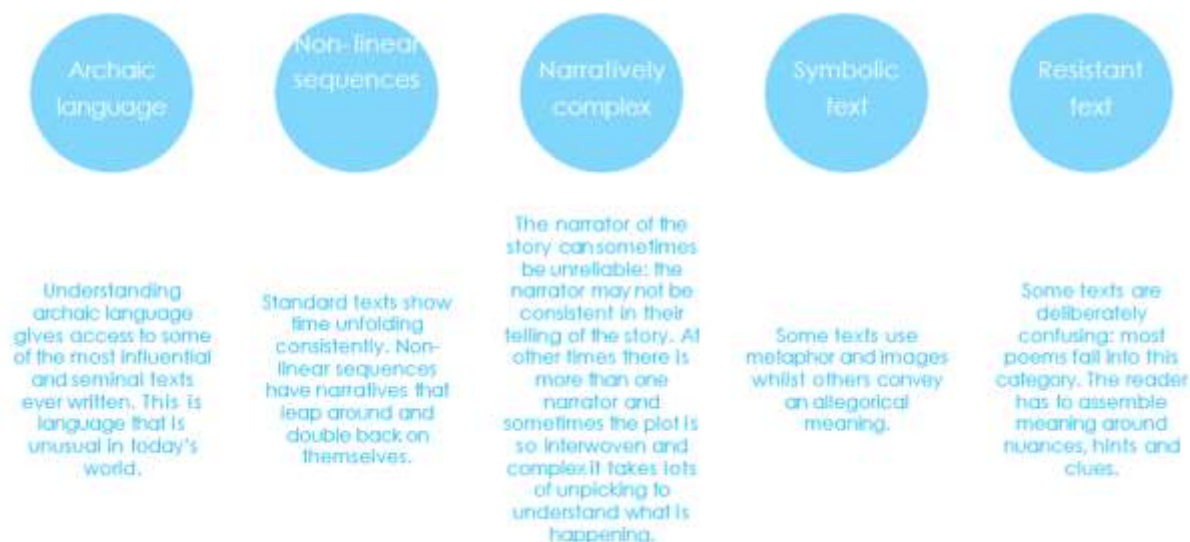
### Wider Reading and Enrichment

Children need as many opportunities as possible to read, and listen to, a wide range of interesting, engaging texts at an appropriate level to help them build stamina, confidence and to develop a love of reading. Reading for pleasure is promoted throughout school and each class has a weekly visit to the **school library**. We also have **annual reading enrichment challenges** which have included: reading in strange places, book bingo, 20 reads in 2020, and world book day challenges. Another way we promote wider reading and enrichment is through **Class Texts and Dedicated Reading Areas**. We continually read and share class texts with the children in each year group to promote the love of reading and also, to build the vocabulary that the children are exposed to. In Reception specifically, reading is a constant focus for the areas of provision with reading challenges being updated on a weekly basis, and the phonics and reading corner being continually updated with an



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appropriate selection of phonics matched books available for the children to independently select and read. Similarly, each classroom also has an engaging reading area which is stocked with a variety of texts. We have used the 5 Plagues Reading Spine to ensure that our class texts and reading corners have the types of texts that will enable our pupils to successfully navigate reading and expose them to texts that provide a treasure-house of wonder and joy. The five plagues of reading defined as:



Please [see the text mapping document](#) which sets out of all the texts used within each year group as a minimum each year.



Deighton Gates  
Reading Scheme.do

### Reading Books:

All pupils are expected to read regularly; both in school and at home and are provided with 'home' reading books each week. We encourage daily reading but expect a minimum of 3 reads per week. All children who are learning phonics up to Phase 5 in Key Stage One are issued with a phonics matched book which is taken from the Bug Club Scheme. This book is closely paired with the phonemes that they know/ are learning and should be read at least 3 times before being changed to encourage fluency.

Once children are secure in phase 5, and are becoming increasingly fluent as readers, they may have two 'home' reading books; including an appropriate phonics matched book (taken from the Book Club Scheme) and a book from our School Reading Scheme. The purpose of this is to provide children with a wider range and style of texts and to encourage them to explore and develop preferences and interests as readers at an appropriate level.

Once pupils are reading fluently, and have mastered the elements of phase 5, they continue to progress through the School Reading Scheme. Children's progress through the scheme is reviewed and tracked by teachers each half term (Book Band Trackers); ensuring that each child is accessing books that are matched to their ability as readers/ are appropriately challenged.

As children continue to demonstrate proficiency as readers, and have mastered the fundamentals of each threshold concept, they may become 'free-readers' which gives them greater independence to choose their own reading materials. This is usually select pupils in Upper Key Stage 2 and whilst referred to as 'free' readers, staff continue to track the reading materials and make recommendations in order to broaden and enrich their reading diet.

Any Key Stage 2 pupils that do not meet the minimum standard by the end of Year 2, continue to be tracked and supported closely. Each child continues to follow systematic teaching programme which is rooted in assessment and will read phonics matched books to an adult daily in school. We also have High Interest/ Accessible Level reading books, matched to our School Reading Scheme.



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These can be used for specific, usually older, pupils so that they have access to texts that are accessible but also engaging in terms of age appropriate content.

### Impact

Senior leaders, subject leads and teachers are able to use the evidence collected, alongside the assessment information, to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved.

The impact of the English (Reading) is evaluated and reviewed through annual reports that are created and shared with governors by the subject lead. The purpose of these reports is to highlight the impact of the implemented curriculum, its strengths and areas for review.

In addition, we measure, and validate, the impact of our curriculum through the following methods:

- The tracking of assessment data including statutory and in house' summative assessment at the end of each year
- Termly pupil progress meetings
- SLT and Subject Leader Lesson observations; including subject enquiries
- Work Scrutiny
- Pupil and staff discussions