



Oak Hill Church of England Primary School

Reading Curriculum Intent

'Jesus said, "I have come that you may have life in all its fullness'
(John 10:10)

FAITH – VALUES - ACTION

As a Thrive School we have high expectations for the **IMPACT** of our Curriculum in 3 strands:

Knowledge and Skills – Our Children will have the knowledge and skills as a firm foundation for the rest of their educational journey. They will have high levels of competency in English and Maths and the broader curriculum.

Learning Behaviours – A Year 6 pupil leaving Oak Hill will be eloquent, have high aspirations for the future and will be an enquiring independent learner who is resourceful and resilient to change or failure.

Personal Qualities – As our children begin their journey through secondary education we want them to be; resilient, self-reflective, curious, motivated to a love of learning. They are kind and compassionate and are good citizens and leaders.

Early Reading

To ensure that every child at Oak Hill will learn to read we ensure we:

1. Use one systematic synthetic phonics programme from YR to Y2

We use Bug Club to teach phonics and graphic knowledge (common exception words and tricky words). The programme follows an approach of synthesising phonemes associated with graphemes a child sees; or put another way, learning to read by blending the sounds associated with the letters a child sees. The programme is the product of extensive research on the best way to teach children how to read. **We have fidelity to this one programme.**

Using this programme, we are confident that:

- grapheme/phoneme (letter/sound) correspondences are taught a clearly defined, incremental sequence;

- we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell as soon as possible many simple CVC words;
- children are taught the highly important skill of blending phonemes, in order, all through a word to read it;
- children are taught to apply the skills of segmenting words into their constituent phonemes to spell; blending and segmenting are reversible processes

The programme is begun almost immediately as children enter Reception, from the second week of starting school.

2. We make time to teach phonics

We ensure enough time and priority are given to fully implement our Phonics programme. Children in EYFS and Year 1 have 4x weekly phonics sessions lasting for an average of up to 20 mins. However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout the day. The pace of the programme is maintained.

The structure of each lesson is as follows:

1. Introduction – alphabet song followed by learning intention
2. Revision of previous phoneme or grapheme
3. Lesson
 - Learn the sound
 - Visual search
 - Reading
 - Spelling
 - Writing
 - Follow up
4. Wrap up – re-cap learning intention followed by alphabet song

3. Children practise early reading with fully decodable books:

All the books in Bug Club Phonics have been finely levelled to ensure that all children can read books at exactly the right level for them. What's more, there are online versions for every printed title and a personalised website for each child.

Bug Club reading books in EYFS and Year 1 are:

- matched to phonic knowledge and do not require use of alternative strategies e.g. whole-word recognition and/or cues from context, grammar, or pictures.
- are fully decodable at child's current level and match the sounds they are currently learning
- are not mixed with non-decodable books for independent reading practice
- include a controlled, small number of 'tricky words' the decoding of which has been specifically taught - are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes.

Reading books are changed twice a week. Children take 2 books home each, 1 being a phonetically decodable book matched to the phoneme or grapheme set they are learning that week.

4. We have the expectation that all children will attain or exceed expected standards:

We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 1:

EYFS:

- End of Autumn Term: Completed Phase 2 and Started Phase 3
- End of Spring Term: Completed Phase 3
- End of Summer Term: Completed Phase 4

Year 1:

- End of Autumn Term: Y1: Consolidated Phase 4 – Started Phase 5
- End of Spring Term: Completed Phase 5

November: Expected Score on Phonics Screening Check 8-10

February: Expected Score on Phonics Screening Check of 16-20

April: Expected Score on Phonics Screening Check of 24-30

June: Expected score on Phonics Screening Check of 32-40

Year 2:

Phase 6 (consolidation of Phase 5 depending on pupils needs)

We assess each half term in order to ensure gaps in children's knowledge are being identified quickly to allow for interventions to be put in place.

Early Reading Impact:

The expectation is that all children will be fluent readers having secured word recognition skills by the end of key stage one.

By the end of Year 2 we expect our children to be skilled at word reading to ensure:

- the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation;
- the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace;
- books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words;
- most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children at Oak Hill.

The teaching of reading at Oak Hill

We teach reading through a new approach of VIPERS. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

Vocabulary

Infer
Predict
Explain
Retrieve
Sequence or Summarise

Explicit teaching of reading takes place 4 times a week and focuses on one reading skill per week. All of the reading skills have high importance, but we give extra time to retrieval and inference. The level of challenge increases throughout the year groups through the complexity of texts being read.

The teaching of reading at Oak Hill follows the below sequence and is consistent across every class (YR1-6):

Monday – Teach the skill, slightly easier text (different genres) so it doesn't take over from the skill learning

Tuesday – Use the class text to continue teaching the skill

Wednesday – Use the class text to continue teaching the skill

Thursday – Different text (different genres) continuing to practise the skill or/and full VIPERS

Impact:

By the end of Year 4 we expect our children to:

- Have decoding skills that are secure and hence vocabulary is developing;
- Be independent, fluent and enthusiastic readers who read widely and frequently;
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently;
- Be developing their knowledge and skills in reading non-fiction about a wide range of subjects;
- Be able to justify their views independently about what they have read.

By the end of Year 6 we expect our children to:

- Read sufficiently fluently and effortlessly, with understanding at an age-appropriate interest level in readiness for secondary school; In addition, we expect our children to: - Have a love of reading that feeds the imagination;
- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live;
- Have a developed vocabulary beyond that used in everyday speech;
- Understand nuances in vocabulary choice;
- Understand age-appropriate, academic vocabulary.

Writing Curriculum Intent

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(John 10:10)

FAITH – VALUES – ACTION

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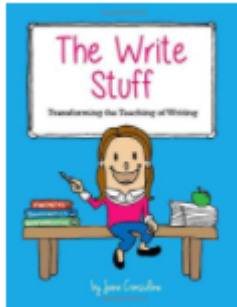
Knowledge and Skills – Our Children will have the knowledge and skills as a firm foundation for the rest of their educational journey. They will have high levels of competency in English and Maths and the broader curriculum.

Learning Behaviours – A Year 6 pupil leaving Oak Hill will be eloquent, have high aspirations for the future and will be an enquiring independent learner who is resourceful and resilient to change or failure.

Personal Qualities – As our children begin their journey through secondary education we want them to be; resilient, self-reflective, curious, motivated to a love of learning. They are kind and compassionate and are good citizens and leaders.

Intent

At Oak Hill, our aim is for all children to grow into **resilient, self-reflective, curious, motivated** writers who are able to use a range of writing techniques and tools to express their journey through primary school with us.



Implementation

At Oak Hill, we follow 'The Write Stuff' scheme - established by Jane Considine - from Reception to Year 6. This scheme brings clarity to the mechanics of writing through immersion in extraordinary vocabulary and clear and concise systems in which the writer can engage their imagination.

“One must be drenched in words, literally soaked in them, to have the right ones form themselves into the proper pattern at the right moment.” ~ Hart Crane

In our lessons, the teachers follow a repeated and 'chunked' structure, where they use the three zones of writing to provide a consistent, systematic whole school approach to writing.

Each lesson is broken down into 3 learning chunks, with each chunk having three sections:

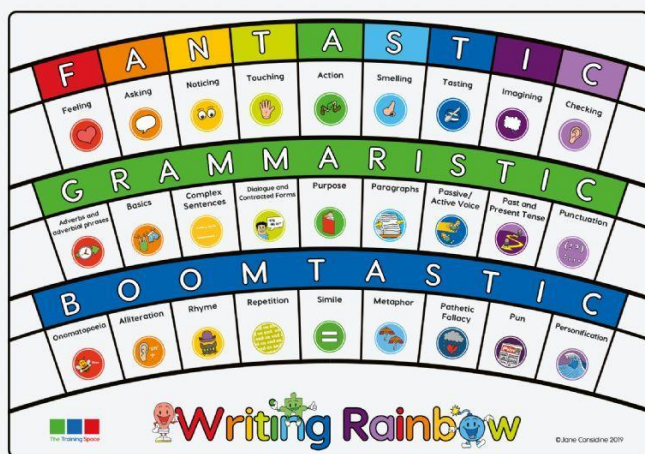
- Initiate section - a stimulus to capture the children's imagination and set up a sentence.

- Model section - the teacher models a sentence that outlines clear writing features and techniques.
- Enable section - the children write their sentence, following the model but inputting their chosen vocabulary.

Each learning chunk encourages **resourcefulness** and **resilience** through 'chotting' (chatting and jotting at the same time) and 'kind calling out' where the teacher shares their ideas as well as encouraging the children to share their ideas with the class and add to the bank of words.

Children are challenged to 'Deepen the Moment' which requires them to become an **independent learner** and draw upon previously learnt skills and apply them to their writing during that chunk.

"The Write Stuff" uses three essential writing zones to enable to children to become phenomenal writers:



The FANTASTICS - 9 lenses to structure ideas and support the children in targeted thinking, providing them with opportunities to initiate ideas and ignite imaginations.

The GRAMMARISTICS - Tools used to teach the rules of our language system so the children can carefully structure their sentences.

The BOOMTASTICS - Techniques to help children capture the attention of their audience using a range of literary devices and techniques.

Impact

We endeavour to ensure that writing is an area of the curriculum at Oak Hill that children can achieve success in, whatever their ability. We want our pupils to have **high aspirations** of their writing ability, to take pleasure in writing and most importantly, to see themselves as **enquiring independent** writers who are **resourceful** and **resilient** to change or failure. By the time they leave Oak Hill, we want learners to be skilled at writing for different audiences and purposes. We envisage that our pupils will write well-presented, accurate and fluent pieces, including varied vocabulary, accurate spellings and grammatically correct structures.

We aim for the percentage of pupils working at age related expectations to be in line or better than national standards. Equally, we aim for the percentage of pupils working at greater depth to be in line or better than national standards.

