

Our Curriculum



Rationale & Intent

At Newton Hill Community School we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us.

Success in reading has a direct effect on progress in all areas of the curriculum; therefore reading is given a high priority at Newton Hill Community School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Our aims for all children at Newton Hill Community School are for them to:

- Become fluent, confident and expressive readers
- Read with enjoyment across a range of genres
- Read for pleasure as well as for information
- Read and respond to a wide range of different types of literature
- Understand the layout and how to use different genres and text types
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Build their bank of sight words to enable fluent reading
- Have an interest in words and their meanings, developing a rich and varied vocabulary.
- Understand and respond to literature drawn from a range of cultures and literacy heritage.

Progression Overview

Key Stage 1:

In this key stage reading lessons primarily focus on improving reading confidence with children having greater fluency and phrasing. The children use a range of strategies to decode unfamiliar words and do this independently when reading. New vocabulary is explored and discussed at every opportunity. Comprehension tasks are based on the banded books they are reading in Year 1. GR sessions are grouped based on ability and are usually in groups of between 6 and 8 children. GR lessons are every day. In Year 2 most children (depending on ability) will read short texts or books that focus on the range of question types. Some whole class lessons are taught to most of the children by the summer term. The essential elements are taught as the key skills for reading and are the primary learning objective for the GR lesson. In both Year 1 and 2 the Children have access to a range of books in the classroom that support their interests and broadens their exposure to a variety of attractive texts.

Progression Overview

In Lower Key Stage 2:

In lower key stage 2 lessons begin to focus on whole class teaching. A book is the primary focus for most of the class this is used for enjoyment whilst still giving children exposure to a wide range of question types and vocabulary. Some short texts can be used to provide extra breadth or challenge. New vocabulary is explored and discussed at every opportunity. The essential elements are taught as the key skills for reading and are the primary learning objective for the GR lesson. Lessons explicitly teach and model the essential elements and the different question types. Books, short stories and poetry are read with and to the children for enjoyment and exposure to as much language as possible.

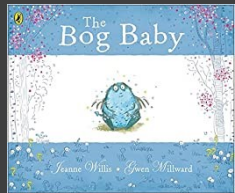
In Upper Key Stage 2:

In upper key stage 2 lessons are a whole class focus (some small group support maybe needed for specific groups of children). A range of texts (of varying length) are used and explored with a focus on techniques for answering the range of question types. Children will be encouraged to read at greater speed and use scanning and skimming techniques to better effect. New vocabulary is explored and discussed at every opportunity. Children are encouraged to be more independent in their own reading, writing in their own reading records with occasional parent involvement. Reading records are closely monitored by the teachers and teaching assistants to support the move to independence. The UKS2 building has colour banded books of a definite reading age with age-appropriate themes and interest levels for children's regular reading. At times, Year 5 may use a class novel to provide enjoyment and breadth whilst still providing children with challenge and exposure to vocabulary and the different question types. In Year 6, children hone and refine their skills, using all the knowledge acquired during their time in school. They continue to develop their vocabulary, inference, prediction, explanation and summarising skills to read and understand longer and complex texts, understanding technical and more obscure vocabulary. Children are still read to regularly and are actively encouraged to read a range of texts independently, taking more responsibility for their own reading.

Year 1 Reading Journey

In Year 1 the children will have a whole class book focus which will be also linked to their writing. Guided reading lessons will focus on the recognition of all the sounds, blending, reading sight vocabulary, reading with increased fluency as well as comprehension of what they have read. In addition, guided reading lessons will be grouped based on the ability of the children and the band of books / set of sounds they are learning.

Autumn Term 1a



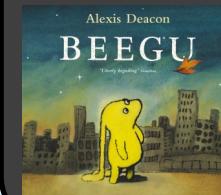
Reading Focus:
Meaning &
retrieval

Autumn Term 1b



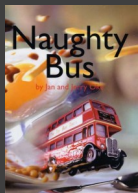
Reading Focus:
Summarising &
Comparing

Spring Term 2a



Reading Focus:
Predicting &
Inference

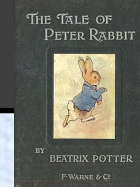
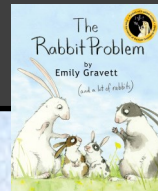
Summer Term 3b



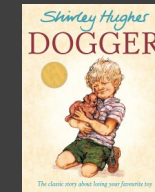
Reading Focus:
Predicting &
Inference

Summer Term 3a

Reading Focus:
Summarising & Comparing



Spring Term 2b



Reading Focus:
Meaning &
retrieval

Year 2 Reading Journey

In Year 2 the children will have a whole class book focus which will be also linked to their writing. Guided reading lessons will focus on a particular skill (Essential Element) in addition to the English lessons.

Autumn Term 1a

Reading Focus:
Meaning &
Retrieval



Autumn Term 1b

Reading Focus:
Summarising &
Comparing



Spring Term 2a

Reading Focus:
Predicting &
Inference



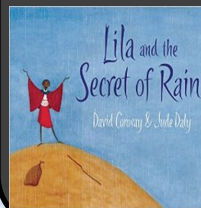
Summer Term 3b

Reading Focus:
Predicting & In-
ference



Summer Term 3a

Reading Focus:
Summarising &
Comparing



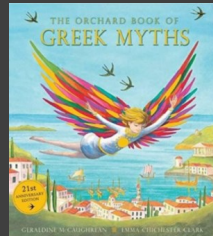
Spring Term 2b

Reading Focus:
Meaning & re-
trieval



Year 3 Reading Journey

In Year 3 the children will have a whole class book focus which will be also linked to their writing. Guided reading lessons will focus on a particular skill (Essential Element) in addition to the English lessons.



Autumn Term

Reading Focus:
Meaning &
retrieval

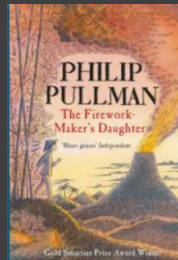


Spring Term

Reading Focus:
Predicting & Inference



Summer Term

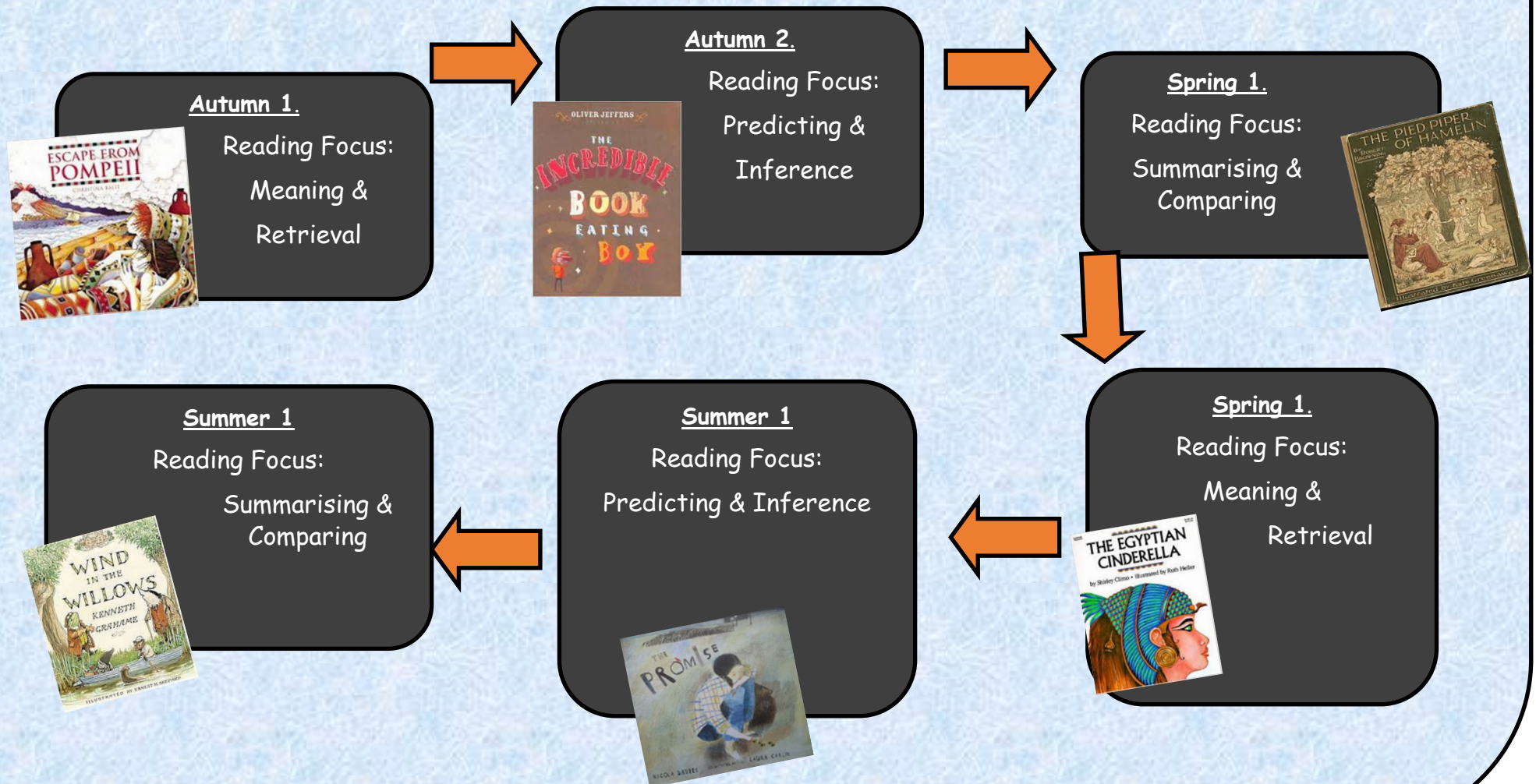


Reading Focus:
Summarising &
Comparing



Year 4 Reading Journey

In Year 4 the children will have a whole class book focus which will be also linked to their writing. Guided reading lessons will focus on a particular skill (Essential Element) in addition to the English lessons.



Year 5 Reading Journey

In Year 5 the children will have a whole class book focus which will be also linked to their writing. Guided reading lessons will focus on a particular skill (Essential Element) in addition to the English lessons.



Autumn Term

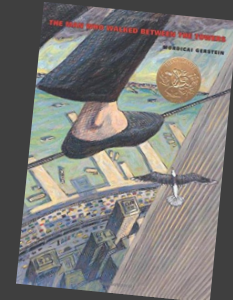
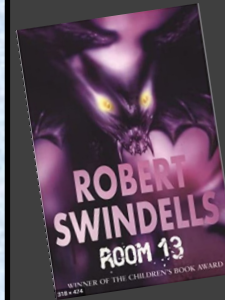
Reading Focus:
Meaning &
Retrieval

Summer Term

Reading Focus:
Summarising & Comparing



Spring Term



Reading Focus:
Predicting &
Inference

Year 6 Reading Journey

In Year 6 the children will have a whole class book focus which will be also linked to their writing. Guided reading lessons will focus on a particular skill (Essential Element) in addition to the English lessons.



Autumn Term

Reading Focus:
Predicting & Inference



Spring Term

Reading Focus:
Meaning &
Retrieval



Summer Term

Reading Focus:
Summarising & Comparing



Year 1 Skills

Word reading and comprehension

- Speedily read all 40+ letters/groups for 40+ phonemes
- Read accurately by blending taught GPC
- Read common exception words
- Read common suffixes (-s, -es, -ing, -ed, etc.)
- Read multi-syllable words containing taught GPCs
- Read contractions and understanding use of apostrophe
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Explain clearly their understanding of what is read to them

Year 2 Skills

Word reading and comprehension

- Secure phonic decoding until reading is fluent
- Read accurately by blending, including alternative sounds for graphemes
- Read multi-syllable words containing these graphemes
- Read common suffixes
- Read exception words, noting unusual correspondences
- Read most words quickly & accurately without overt sounding and blending
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Recognising simple recurring literary language in stories and poetry
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing the sequence of events in books and how items of information are related
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Year 3 & 4 Skills

Word reading and comprehension

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Retelling some of these (fairy tales, traditional tales, etc.) orally
- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognising some different forms of poetry
- Using dictionaries to check the meaning of words that they have read
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Identifying main ideas drawn from more than one paragraph and summarising these
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence
- Discussing words and phrases that capture the reader's interest and imagination
- Identifying how language contributes to meaning

Year 5 & 6 Skills

Word reading and comprehension

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words
- Making comparisons within and across books
- Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Identifying and discussing themes and conventions in and across a wide range of writing
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
- Predicting what might happen from details stated and implied
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Recommending books that they have read to their peers, giving reasons for their choices
- Participate in discussions about books, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read,
- Including through formal presentations and debates,
- Provide reasoned justifications for their views