



*Federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE Primary Schools*

*Growing Together, Guided by Love*

## **Curriculum Overview Statement: English - Reading**

### **Intent**

Our English curriculum is designed to foster a dynamic and interconnected relationship between reading, writing, and Oracy, celebrating the reciprocal nature of these vital components of language. We believe that proficient communication encompasses not only the ability to articulate thoughts clearly through writing and speech but also the capacity to engage deeply and empathetically with texts.

We strive to cultivate an environment of effective participation and active listening where students explore diverse voices and perspectives, nurturing compassion within themselves and towards others. Through collaborative discussions, rich dialogue and storytelling, pupils learn to appreciate the power of language as a tool for connection and understanding, as well as for change.

We encourage students to express their ideas boldly and share their narratives with confidence whether that be through reading work, Oracy or writing. By embracing challenges in English, pupils develop resilience and a passion for lifelong learning.

Through the integration of the core values, community, compassion and courage, our English curriculum not only equips students with essential knowledge and skills but also prepares them to be articulate, empathetic and active participants within their communities, capable of making positive contributions in an ever-changing world.

***Speaking, listening and communication: learn to - learn through - learn about.***

### **Implementation**

**In each Guided Reading lesson there should be opportunities for:**

#### **Knowledge Recall**

- An opportunity to assess pupils' ability to recall and retain information from previous learning.
- Knowledge recall opportunity to be carefully planned by the class teacher prior to the lesson
- Recall questions that can be varied, for example, multiple-choice or more extended explain questions

#### **Expert Input**

- Instruction and imparting of knowledge
- Modelling and demonstrating by the teacher of construction of the pupils
- Teacher chunks the exposition of the new learning, using expert subject and pedagogical knowledge

#### **Check for Understanding**

- Teachers employ a range of strategies to check pupil understanding with the purpose of connecting expert input to make independent practice accessible.

#### **Independent Practice**

- Pupils apply the knowledge/ practice the skill that has been prepared for in the previous phrases.
- Teacher uses this opportunity to circulate and check the understanding of students and check for the misconceptions so they can be challenged
- Staff move around the room on a 'well- worn path' supporting and challenging pupils and intentionally monitoring progress.



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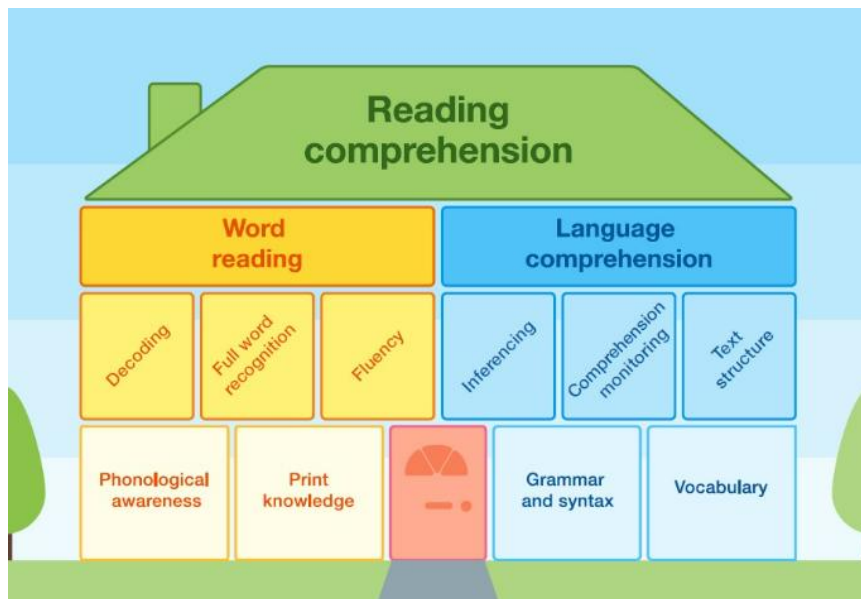
### *Growing Together, Guided by Love*

- Live marking is prominent within this part of the phase e.g. moving pupils on more quickly or responding with a re-teach when a common error or misconception is identified
- SEND support and scaffolding are to be a prominent part of this phase.

#### Learning Review

- Linking back to the learning purpose. This is used to inform the next lesson and future planning
- The lesson ends with clarity on next steps, reflection and celebration of successes both individual and as a group.

#### *EEF – Reading House*



Reading Gems are used as a whole class reading strategy that aims to teach children to take pleasure in reading by themselves as well as listening to someone else read. Different and specific key skills are taught explicitly to the children through:

- developing and exploring new vocabulary
- discussing the real world and using background information to develop understanding
- rereading of the text to develop fluency
- teacher modelling and shared learning
- opportunities to answer comprehension questions independently as well as guided reading and exposure to fiction, non-fiction and poetry texts

Each new reading skill is allocated a colour-coded 'gem'. Decoding and enjoyment are important gems which run throughout each unit. We know from EEF (Education Endowment Foundation) research "Improving Literacy in Key Stage 2" that if we teach specific reading strategies to pupils, they can overcome barriers to comprehension. The EEF states that these include "— prediction — questioning; — clarifying; — summarising; and — activating prior knowledge." For children to develop their ability to use these strategies independently, however, there needs to be an element of modelling and scaffolding so that understanding what is being read becomes more automatic, reducing the cognitive loads so that less teacher instruction is needed as children head into KS3.



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Enjoy			Decode	
Define	Retrieve	Sequence	Infer	Predict
1a Draw on knowledge of vocabulary to understand texts	1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c Identify and explain the sequence of events in texts	1d Make inferences from the text	1e Predict what might happen on the basis of what has been read so far

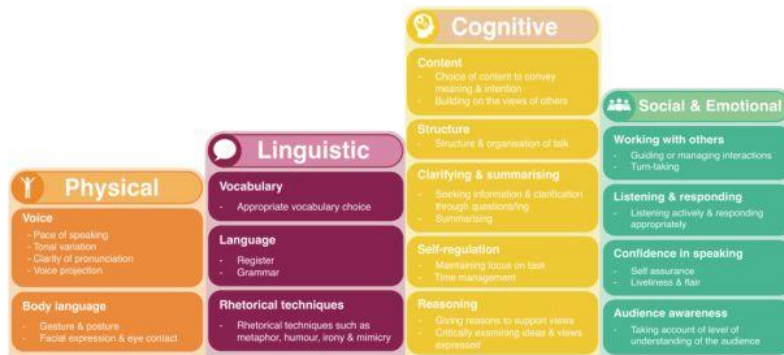
Reading Gems KS1

Decode	Enjoy	Define 2a) Give/explain the meaning of words in context	Retrieve 2b) Retrieve and record information/identify key details from fiction and non-fiction	Summarise 2c) Summarise main ideas from more than one paragraph
Infer 2d) Make inferences from the text. Explain and justify inferences with evidence from the text	Predict 2e) Predict what might happen from details stated and implied	Relate 2f) Identify/explain how information/content is related and contributes to meaning	Explore 2g) Identify and explain how meaning is enhanced through choice of words and phrases	Compare 2h) Make comparisons within the text

Reading Gems KS2

## The Oracy Skills Framework and Glossary

Oracy  
Cambridge  
The Hughes Hall Centre for Effective Spoken Communication



## Impact

Our English Reading curriculum endeavours to achieve outstanding Oracy outcomes, demonstrating significant impact on children's cognitive, linguistic, social, and emotional, as well as physical skills outlined in the Voice 21 framework. Our commitment to fostering these specific competencies leads to the majority of our pupils meeting or exceeding expected standards in reading as we understand the reciprocal nature between these areas of English and Oracy.

Through structured speaking and listening activities, pupils develop critical thinking and problem-solving abilities, leading to deeper comprehension and engagement with texts in their reading work. Our focus on textual analysis empowers students to engage deeply with diverse genres, enhancing their interpretative skills - their retrieval and inference skills, ability to explain, define vocabulary, compare and contrast, summarise and explore texts.