

# Hadley Wood Primary School

## Reading Curriculum Overview



### Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

## Curriculum Intent:

### Reading is central to every child's development

Hadley Wood Primary school believes that reading is central to a child's understanding of the school curriculum and is of vital importance in life. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.

We aim to develop a love and appreciation of reading which will stay with children for life. We hope to achieve this through careful planning and teaching using up-to-date strategies and developing children's **independence and curiosity**. We aim to use good reading materials and resources within English lessons and Whole-Class Reading sessions and to provide a breadth and range of reading material in school.

Our curriculum aims are to allow children the opportunity to:

- experience reading in a variety of situations so that it becomes a pleasurable & productive experience.
- access a wide range of print materials, including all genres of fiction, nonfiction, poetry, plays & pupils own writing.
- progress to becoming selective in their choice of reading materials.
- be knowledgeable about the purpose and organisation of books.
- nurture a love of reading.
- learn to read confidently
- read to themselves or to others (peers and adults)
- read to a variety of audiences and to hear adults and children read to them.
- read regularly and to develop a respect for books.
- receive reading provision and support appropriate to individual ability.
- become aware of the link between reading and writing.

At Hadley Wood, we believe every child has the potential to be creative writers and confident readers. We aim to inspire the children's love of literature by developing their skills in order to become proficient, thoughtful, **resilient** and creative readers and writers. Our mission is to enable children to immerse themselves fully into a text so they can broaden their speech and language, widen their vocabulary and further their understanding of the different text types.

We maintain that reading is central to a child's understanding of the school curriculum and is of vital importance in life. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.

We aim to develop a love and appreciation of reading which will stay with children for life. We hope to achieve this through careful planning and teaching using up-to-date strategies. We aim to use good reading materials and resources within English lessons and Whole-Class Reading sessions and to provide a breadth and range of reading material in school.

### How we plan and teach Early Reading at Hadley Wood:



At Hadley Wood Primary School, we show fidelity to using Read Write Inc. (RWI), an inclusive synthetic phonic programme to teach our children to read. We have adopted this as the programme facilitates a graduated and tailored approach to learning basic sounds and letter formation before advancing to more complex sounds and reading for comprehension, ensuring the clear development of foundational skills. The programme moves with integrity from learning to read to reading to learn, developing **independence and resilience** as a reader.

RWI sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development. This method of phonics teaching is both systematic and repetitive in order to embed learning. We use RWI to develop early reading, however we develop writing through our separate writing curriculum. The writing elements of RWI we may use during phonics include: hold a sentence, edit a sentence and written comprehension for Blue and Grey book readers. Pupils reading between Red and Yellow level for RWI complete oral comprehension using the "find it and prove it" technique.

The children work in small groups according to their confidence and competence. These groups are reconfigured on a regular basis in order to match the pace and the progress of each child; this reconfiguration also allows class teachers to identify where 1:1 or small group interventions may be required in order to meet the expectations of both the Phonics Check and the end of Key Stage 1. We have adapted aspects of the scheme to meet the needs of our pupils, however we follow the overarching aims and objectives, rhymes, letter formation, teaching techniques and sequence of books.

The overarching objectives of the RWI programme are to teach pupils to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so that their focus can be used on reading to learn (comprehension)

### Assessment

All pupils are assessed at least every 6-8 weeks using the RWI assessments. This may be done on a more frequent basis, if the class teacher or RWI Reading Leader notices a child may benefit from a re assessment. The class teacher updates the Reading for Fluency Trackers and the logistics document, which notes the levels of every child using the RWI programme.

#### Assessment 2

To assess children using Assessment 2, follow the guidance on pp.68–69 of the *Reading Leader Handbook*.

##### Set 1 Sounds Groups A or B

m a s d t i n p  
 g o c k u b f e  
 l h r j v y w  
 z x

### Progress Expectations

Children are expected to move rapidly through the RWI scheme. The table below shows expected progress using the programme. For children who need further support to ensure expected progress is made, the school offers additional reading opportunities individually and in small groups. This may take place within the school day or as part of an after-school booster group.

Year Group	Term	Expected Progress in RWI. Groups
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<b>Reception</b>	<b>Autumn</b>	October: know most Set 1 sounds and blend orally (Set 1 B) December: know Set 1 sounds and read words by blending (Set 1 C)
	<b>Spring</b>	February: Blend sounds to make words/ Ditty stories April: Red
	<b>Summer</b>	May: Green read some Set 2 sounds July: Green/Purple
<b>Year 1</b>	<b>Autumn</b>	October: Purple December: Pink (know all Set 2 sounds)
	<b>Spring</b>	February: Orange (Read some Set 3 sounds) April: Yellow
	<b>Summer</b>	May: Yellow (know all Set 3 sounds) July: Blue
<b>Year 2</b>	<b>Autumn</b>	Baseline: Blue October: Blue (increase in fluency and comprehension) December: Blue/Grey
	<b>Spring</b>	February: Grey (with fluency and comprehension)

NB: Pupils in Year 2 take part in daily Whole Class Reading lessons, however those children working below Blue level in the Autumn term, join a daily RWI group. For those children reading Blue level books in RWI in the Autumn term, the school supports early reading by additional 1:1 reading and small group reading throughout the week. This may take place within the school day or as part of a before school booster group.

### **Resources for Supporting the Planning and Delivery of RWI**

In order to best support the planning and delivery of Read Write Inc within Hadley Wood, staff have access to the following subscriptions:

- Oxford Owl Read Write Inc Phonics Online – this enables staff to access the Teaching Handbooks and lesson resources.

Reception to Year 2 classrooms are set up to enable a RWI approach to teaching including showcasing the speed sound charts and friezes, as well as having flash cards, Fred Frog and other resources that are needed to support the delivery of high-quality phonics.

### **Reading at Home Using Read Write Inc**

Each week the children are sent home with a RWI book at their phonetically decodable level and the equivalent book bag book. We ask parents to practise reading the book and sign the reading record on a regular basis. This enables the class teacher to best support the home school partnership with reading.

### What you will see in our Whole Class Reading sessions:

Children in Year 2 and above have daily reading lessons, following a 'Whole Class Reading' approach. This ensures that all pupils are exposed to a wide range of fiction texts, non-fiction texts and poetry.

Research by Scarborough in 2001 shows the complexity of skills needed to become a confident, **independent** reader with good comprehension skills. The image below shows 'The Many Strands of Skilled reading in Literature'. Our Whole Class Reading approach ensures that all pupils are supported with developing the language comprehension skills and word recognition skills that support skilled reading and ensure all pupils can access every aspect of the Hadley Wood Curriculum as well as preparing them for the wider world.

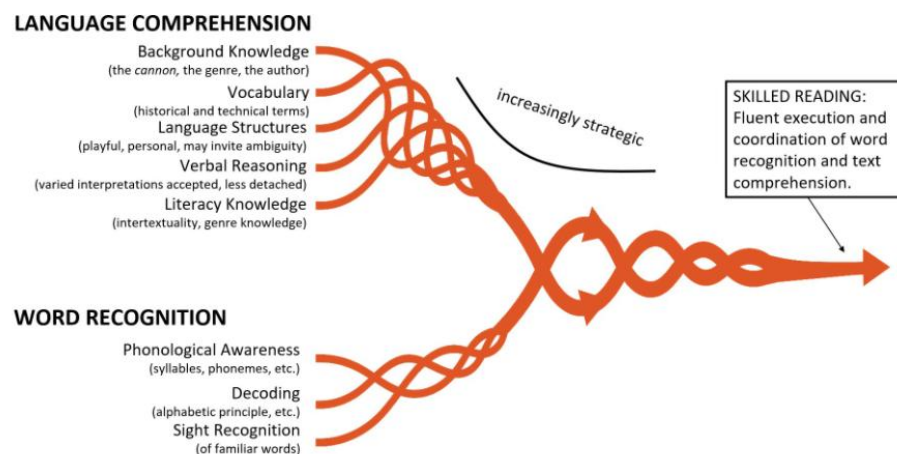


Figure 3. The Many Strands of Skilled Reading in Literature

Each week the pupils are exposed to a high-quality text and take part in four (30 minute) sessions developing reading and comprehension skills. This may vary according to the needs of the cohort, and if longer sessions or more sessions are needed the class teacher will plan for this. The length of the text is dependent on pupil's age and stage of reading, as well as the complexity of the text. The sessions within the week are built up to support coverage of the Content Domains within the National Curriculum.

Key Stage 1 Content Domains	Key Stage 2 Content Domains
<p><b>1a</b> draw on knowledge of vocabulary to understand texts</p> <p><b>1b</b> identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p><b>1c</b> identify and explain the sequence of events in texts</p> <p><b>1d</b> make inferences from the text</p> <p><b>1e</b> predict what might happen on the basis of what has been read so far</p>	<p><b>2a</b> give / explain the meaning of words in context</p> <p><b>2b</b> retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>2c</b> summarise main ideas from more than one paragraph</p> <p><b>2d</b> make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>2e</b> predict what might happen from details stated and implied</p> <p><b>2f</b> identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p><b>2g</b> identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>2h</b> make comparisons within the text</p>

Session	Focus and Content of the session
Session 1	<p><b>Vocabulary</b></p> <p>Pupils read the text and focus on understanding of key vocabulary or unfamiliar vocabulary. They apply this acquired vocabulary to its meaning within the text, consider why the vocabulary was chosen by the author and apply it to unfamiliar contexts as relevant</p>
Session 2	<p><b>Oral Comprehension</b></p> <p>Pupils re read the text from the day before and practise their comprehension skills orally or on whiteboards, they develop confidence with answering questions fully (with a mark scheme in upper KS2). The focus during this session tends to be either on retrieval or inference.</p>
Session 3	<p><b>Written Comprehension</b></p> <p>Pupils used the knowledge and skills developed from the previous day, continuing to focus on the specific content domain taught, to answer a written comprehension in their books.</p>
Session 4	<p><b>Written Comprehension</b></p>

Pupils use their knowledge acquired throughout the week to answer written comprehension questions on either a different content domain or a range of content domains.
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NB: During the Autumn term in Years 2 and 3, there may be less written comprehension and more oral comprehension, as pupils develop their skills in reading.

To ensure curriculum coverage and a range of text types are used, teachers are guided by the Reading Curriculum Overview for each year group. These can be adapted to meet the needs of the class and will be developed according to interests and learning needs.

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
<b>Humanities Topics</b>	Groovy Greeks (History)	Life in Athens (Geography)	Biomes (Geography)	North America (Geography)	Effects of the Anglo Saxons on English History (History)	Effects of the Viking Invasion on Anglo Saxon England (History)
<b>Book study</b>	Greek Myths	Oranges in No-Man's Land- Elizabeth Laird	Wonder – R.J Palacio	The Highway Man – Sir Alfred Noyes	Beowulf – Michael Morpurgo	
<b>Literary Spine</b>	Who Let the Gods Out – Maz Evans			Holes – Louis Sachar		London Eye Mystery – Siobhan Dowd
<b>Fiction</b>	Theseus and the Minotaur- Week 2  Icarus – week 5  Shakespeare: Macbeth- week 6	Oranges in No Man's Land – Week 2	Wonder – weeks 1 and 3	Holes- Weeks 2 and 5	Beowulf- Weeks 1 and 3	London Eye Mystery- Week 1 and 6
<b>Non-Fiction</b>	Ancient Greek Gods – week 4	Migrant Crisis Newspaper- Week 5  Orbiting the Sun – week 3	Formal letter on plastic pollution – week 2  Weather of the World – week 5	Ruby Bridges Biography- Week 4	Human migration – week 5  Anglo Saxons (Abigail Wheatley)- Week 2	Viking Myths- Week 2  Anglo Saxons and Vikings (Abigail Wheatley) - Week 4
<b>Poetry/ Song Lyrics</b>	The Raven- Week 7	Rocket Man – Elton John - week 6  The Raven- Week 1	Pocahontas- Colours of the Wind- Week 4	The Highway Man- Week 1  The Undefeated: Kwame Alexander- Week 3	Invictus – William Ernest Henley - week 6	

In order to best support all pupils, for those pupils who are not on track to meet age related expectations at the end of the year, in addition to quality first teaching strategies and in class support, after or before school reading booster sessions are offered. These focus on both fluency and comprehension.

## **Reading for Fluency**

Each week the pupils in Year 2 –6 have one 30-minute Reading for Fluency session, during this time all pupils read independently a book at their level and of their personal interest. Class teachers listen to individual readers and provide verbal feedback to pupils. This independent reading time further enhances the opportunities for pupils to read independently throughout the week.

## **Book Banding and Levelled Books**

To support teacher assessment of reading, pupils complete a miscue analysis and this provides a level that the children are reading at. Children have a range of books at their level in their classroom to self-select as their independent reading books. However, we do not believe that children should be restricted to a particular level of book, if there is another book that the child wishes to read. Therefore, children are able to select books, not at their level to enjoy reading, the class teacher will support the selection of these books if necessary.

## **PIRA (Progress in Reading Assessments)**

To further support teacher assessment of reading, pupils in years 2-5 complete PIRA assessment each term. This supports teachers to identify gaps in knowledge and plan adaptations to lessons accordingly. The tests provide us with age related scores and through QLA enable for before and after school booster sessions to be planned.

## **Hadley Wood Literature Spines**

Each year group has a defined set of core texts. This literature spine is intended to offer our children a core bank of texts that ensures they experience a range of high-quality texts and authors during their time at school. Teachers use these in a range of ways, as whole class texts to share, as part of their English writing lessons and in connection with our topics. Children are also encouraged to read these texts independently or share with parents at home. Each class has time within the day to listen to their book from the literature spine being read to them in order to develop a love of language, books and promote reading for pleasure. Regularly, pupils listen and discuss a poem from the poetry book on the year group Literature Spine or one chosen by a pupil within the class. A love of poetry is further promoted by the Arts Trophy Poetry Recital. These texts are reviewed annually and adapted based on the interests of the cohort and current literature. If the book is completed prior to the end of the half term, a new book is selected by the class.

A full list of our Hadley Wood Literature Spines can be found here: <https://www.hadleywood.enfield.sch.uk/search/default.asp?pid=0>





## **Reading for Pleasure**

At Hadley Wood Primary School we want all children to be lifelong readers and learners who devour new books with **curiosity**. To support pupils developing a love of reading, we have book corners in each classroom, stocked with a range of exciting books based on the children's interests. We have redeveloped our KS2 library in recent years, investing money in a diverse range of fiction and non-fiction texts to inspire children. We further develop a love of reading and literature through Arts Trophy competitions linked to poetry recital, World Book Day events and literacy-based visits, such as The Young Shakespeare Company. Every day children are read to as part of our Literature Spine and our writing is based around texts linked to our learning themes and core books. Children are encouraged to engage with 'book talk' at least once a week where they share recommendations with the other children in their classes. We hold weekly reading assemblies, with different members of the staff taking it in turns to read a shared book. The children have to opportunity to experience virtual author talks throughout the year, hosted by the "Book Trust," take part in Reading Come Learn with Me's and peer reading with other year groups.

Hadley Wood Primary School's  
**Literature Spine**

The books in Year 3 have been selected to create a living library within the childrens' minds. They are a collection of essential reads that help children engage at a deeper level and enter the world of the story. They promote a range types of texts that children should have access to in order to successfully navigate reading with confidence as well as covering themes and issues that are pertinent to modern society. Many of these books are complex beyond a lexical level and demand more from the reader than other types of books.

<b>Autumn 1</b>	
	<p><b>Krindlekrax</b> <i>Phillip Ridley</i> Ruskin Splinter is small and thin, with knock-knees, thick glasses and a squeaky voice, and the idea of him taming a dragon makes the whole class laugh. Big, strong Elvis is stupid but he looks like a hero. So who is more likely to get the big part in the school play? But when the mysterious beast, Krindlekrax, threatens Lizard Street and everyone who lives there, it is Ruskin who saves the day and proves he is the stuff that heroes are made of after all.</p>
<b>Autumn 2</b>	
	<p><b>The Creakers</b> <i>Tom Fletcher</i> <b>Lucy Dungston</b> has woken up to find all the grown-ups in her town have disappeared. <b>Lucy's friends are thrilled</b> there are no more grown-ups. They're running wild! They're building roads of trampolines, and eating cereal for every meal.</p> <p>But Lucy wants her mum back, and nothing is going to stop her. Even if it means having to venture into the strange, upside-down world of the mysterious monsters under her bed! And the upside-down world isn't the most hygienic of places . . .</p>
<b>Spring 1</b>	
	<p><b>The Stolen Spear</b> By Saviour Pirotta "Weakness of any kind is frowned upon... Only bravery is admired. I pray to the spirits every day to make me brave." --- Wolf struggles to fit into his village. He is not strong like his brother or a natural leader like his father. Every day he just tries to keep his head down. That is until a sacred spear head is stolen. Wolf is cast out, seen as the reason for its disappearance. With no one but his trusty dog, Shadow, to join him, Wolf vows to find the stolen spear and restore his honour. But Wolf has never left the village before and the world beyond the sea is a complete unknown... where will this journey take him and what secrets will he uncover? Join Wolf on his hunt for the spear, as he journeys from the village now known as Skara Brae to a wider, ancient world on the cusp of a new age.</p>

<b>Spring 2</b>	
	<p><b>Ways to Make Sunshine</b> <i>Renee Watson</i> Ryan Hart and her family live in Portland, Oregon, and her dad lost his job a while ago. He finally got a new one, but it pays less, and he'll have to work nights. Therefore, they're selling the second car and moving to an (old) new house.</p> <p>The Harts are an everyday family -- a family with siblings who bicker, parents who don't always get it right, but a family that loves. A family working hard to make it in tough economic times, a family with traditions and culture, a family that tries new things. This is a black family growing up in middle class America. And Ryan is a girl who has much on her mind -- school, family, friends, self-image -- but who knows how to make sunshine out of setbacks.</p>
<b>Summer 1</b>	
	<p><b>Charlie and the Chocolate Factory</b> <i>Roald Dahl</i> Every day, Charlie Bucket walks past Wonka's mysterious chocolate factory, with its heavenly smells wafting out. When the eccentric chocolatier Mr Willy Wonka announces that there are five Golden Tickets to be won, and the prize is a visit to his wonderful factory itself, children everywhere rush to buy his products. He never dreams he'll have the chance to see the inside of the factory for himself - but then his dreams unexpectedly comes true.</p>
<b>Summer 2</b>	
	<p><b>The Demon Headmaster</b> <i>Gillian Cross</i> Scarlett's in big trouble after a BIG FEELINGS episode leads to a runaway hamster getting into the vicar's trousers at her Aunty's engagement party. If she loses her temper ONE MORE TIME, she's going to miss out on her trip to Mega Awesome Sicky Fun World, the best theme park on the planet! But feelings are like slime in a party bag. No matter how much someone tells you to keep it in, it'll always find its way out. And very soon, Scarlett notices that every time she pushes her feelings down, something explodes. Like ... really, properly explodes. It might be her teacher's slimy green smoothie. A huge pot of purple paint. Or a massive pile of elephant poo at the zoo. And let's hope Scarlett doesn't get mad at Aunty's wedding - that wedding cake is HUGE ...</p>
<b>Poetry</b>	
	<p><b>A World Full of Poems</b> This thoughtfully crafted anthology is perfect for children new to verse and for young poetry fans seeking out new favourites. Explore poetry from a diverse selection of contemporary and historical poets, covering a broad range of topics--from personal subjects like emotions and family, to the wonders of the natural environment. Carefully selected works encourage children to see the poetry in everything and to embrace the beauty of their everyday lives.</p>