

## Reading in the OCL Primary Curriculum

### Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self-efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The Reading curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	<p><b>Character:</b> Reading is a transformational gift for life. All children will read with intrinsic motivation - being rewarded for their efforts with a love of reading, a wide and rich knowledge and understanding of the world, empathy and compassion. All children will engage with quality literature and poetry which tell different stories from different people. All children will explore a diverse range of academic text with a focus on acquiring a deep and word rich vocabulary. We will nurture all our young readers, regardless of their starting points to discover a literate identity for themselves.</p>
	<p><b>Competence:</b> Competence in reading is a window of opportunity. To achieve this for all pupils we commit to aspirational, intentional and evidence-based practice harnessing the most recent research on cognitive science. We have ambitious outcomes for all children, and all children will position themselves as readers – developing and changing the way they feel about literacy. Their reading preferences will be validated and expanded. As they read, they will have the ability to self-regulate, self-correct and they will expect what they read to make sense. All children will understand that their reading improves in power and flexibility the more it is practised. All children will use reading as a vehicle to express their own reasoned opinions, be confident to have their understanding challenged and use reading to learn and to learn more.</p> <p><b>Community:</b> Reading is the window which has the power to connect us as a community. We are a local, regional, national and global community of readers. We are a family of readers, and we are readers who teach. Home reading is at the heart of our communities. We strive to forge genuine and equitable relationships with parents; we do this early, and these relationships are long-lasting and change over time. Our communities read with their children for as long as they will let them and show an interest in their reading when they're older. We enable our community to inspire a love of reading in the home, in our schools and in our hubs. We learn from each other, respect and value similarities and differences in our reading habits. We talk about books, we recommend books, and we are interested in each other's reading repertoire and reading habits.</p>

## Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through our highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

### The core concepts for reading:

Core Concepts in Reading	
<p><b>Phonics and Sight Vocabulary</b></p> <p>Fast access to visual information in print is of the greatest importance in literacy learning. With effective, systematic and discrete phonics instruction children will develop acute phonological and phonemic awareness, understanding that the sounds of spoken language work together to make words. Foundational learning in phonological awareness, a metacognitive skill, will underpin competent reading at all ages. Children will learn how to look at print, what to look for in print, how to link what they hear and see in print and how to synthesise sounds together to read words. All children will have a strong and robust knowledge of sounds, letters, words and how they work. They will use their phonic knowledge as the bridge towards automatic word reading and learn to analyse words efficiently, flexibly and in a variety of ways.</p>	<p><b>Phrasing and Fluency</b></p> <p>Reading fluency is the outcome of a reader's integration of strategic actions, automatic word-reading and the ability to attend to prosodic features of language. This includes rhythm, pace, expression, pitch, stress, juncture and sensitivity to syntax. All of this is guided by the young reader's ongoing construction of meaning. Phrasing in fluent reading is the ability to group words together as in natural language, pausing appropriately between phrases, clauses and sentences. We know that factors that contribute to this are the child's own oral language, prior knowledge, knowledge about books and print and flexibility in responding to the demands of the text. By exploiting the power of story, rhyme, drama, song and dialogic reading, all children will learn to read in a phrased and fluent way, they will sound good and be a pleasure to listen to.</p>
<p><b>Author choices, Text Features and Organisation</b></p> <p>Being able to understand and analyse texts is a valuable and essential skill for reading. Several large-scale research pieces in reading found that good readers were able to take advantage of signals within the text to select important ideas and generate a gist. This gist helped them recollect more important information after reading. Explicit teaching of text structure (and features) demonstrated an improved ability in comprehension. Text structures are the elements of the texts like sub-headings, captions, diagrams or images that help readers understand and navigate the text. These organisational and text features are infused at every step of reading comprehension instruction, beginning with the introduction of the lesson, previewing of text, selecting important ideas, writing a main idea, generating inferences, and monitoring comprehension. They link closely to the core concepts of comprehension below and are explored through the VIPERS approach to comprehension.</p> <p>Exploring authorial choices is important to support children in understanding how writers craft texts for different purposes and audiences: to influence, persuade or inform readers. Recognising author choices such as vocabulary, tone, and literary devices enables children to analyse texts critically, enhancing their comprehension and interpretative skills. It also supports their ability to create their own texts with awareness of language and style, fostering confidence and creativity.</p>	<p><b>Personal reading journey</b></p> <p>Fostering a literate identity - Learning to read is complex and the route to active reading is challenging. As each child embarks on their personal journey to becoming literate, we will support their varied and broad experiences by providing a strong foundation of spoken language, rich shared reading for pleasure experiences, high-quality texts rich in vocabulary and supportive structures to develop reading and decodable texts to support word-reading. Their experiences will change over time and as each child learns to coordinate phonic, semantic and syntactic cues there will be a shift in focus to reading to learn. Our broad and rich reading curriculum will influence and motivate reading for pleasure, provide many opportunities to engage with a wide variety of books, value and encourage 21st century reading habits and empower our children to respond to texts, articulate their own opinions and questions as well as select and discard texts based on their enjoyment and emotional satisfaction.</p>
<p><b>Comprehension monitoring</b></p> <p>The goal of reading is being able to understand text, a task of immense complexity. The Scarborough Rope model (2001) depicts many strands of reading that when woven together result in the execution of skilled reading. The acquisition of sight vocabulary and knowing what those words mean is not enough. As soon as reading instruction is underway, all children will be taught to integrate information from a range of cue sources including phonics, semantic information and language. The responsibility for learning is that of the child. For all children to become strategic and active readers they will be taught to check on themselves, notice their errors and inconsistencies and correct themselves. As children read texts that move up a gradient of difficulty, they will develop ways of extending their own competencies so that the more they read, the better they get at reading increasingly challenging texts across a range of diverse text types. This is addressed through VIPERS below.</p>	

Vocabulary	Inference	Prediction	Explaining	Retrieval	Summarising and Sequencing
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The curriculum is carefully designed to balance these core concepts using a variety of approaches to the teaching and practice of reading. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points (End Points) and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

### Subject Delivery

Direct and Daily	Indirect and Daily	Direct and targeted
Teaching of phonics and sight vocabulary Explicit strategy instruction focusing on decoding and comprehension. Reading aloud (read-aloud) a wide range of quality literature Explicit vocabulary development	Wider independent reading StudyHall Reading quizzes Exploitation of vocabulary development weaved within the curriculum. Engaging with literature and academic text specific to all curriculum areas Text navigation, structure and purpose within all curriculum areas	High-quality, evidence based, structured interventions that support pupils who are struggling with reading and accelerate learning to narrow the attainment gap

### Year 1 Methods of Delivery

Phonics	Read Aloud	Shared Comprehension
<b>30 minutes per day:</b> Phase 1 to Phase 5 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate.	<b>15 minutes per day:</b> Mapped Read Aloud entitlement shared with children daily.	<b>15 minutes day:</b> Mapped comprehension sessions delivered to whole class focussing on verbal response and discussion linked to the phonics text.

### Year 2 Methods of Delivery

Phonics and Fluency	Comprehension	Read Aloud	Independent Reading
<b>10 minutes per day:</b> Phase 1 to Phase 5 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate for those children who still require this.  Reading fluency activities, including speed reading, phoneme spray maps and sight vocabulary are planned as the introduction to the following 20-minute comprehension session.	<b>20 minutes per day:</b> VIPERS comprehension units focus on the domains of reading: Vocabulary, Inference, Prediction, Explaining and Evaluating, Retrieval, Summarising and Sequencing. This will include planned opportunities to practice skills of reading which are scaffolded, modelled, and then independently executed.  Book Talk units focus on developing children's 'reading identities' through exploration, discussion and recommendation of key texts.  Performance Poetry units focus on children developing their understanding of poetry and personal preferences, as well as effective performance by learning poems by heart.	<b>15 minutes per day:</b> Mapped Read Aloud entitlement shared with children daily.	<b>15 minutes per day:</b> Dedicated time allocated for developing independent reading behaviours through StudyHall quizzing.

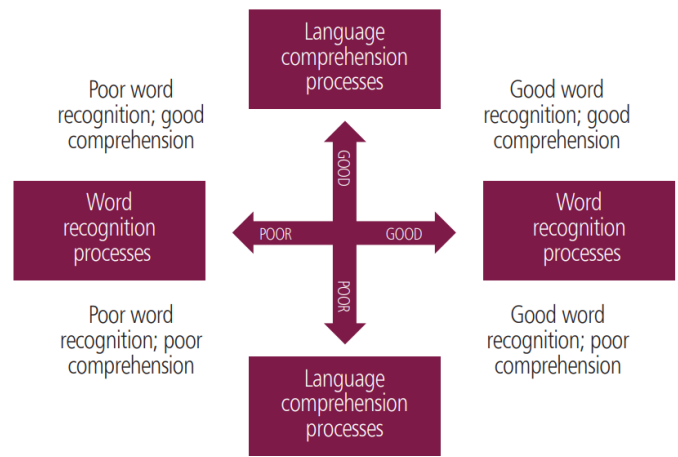
### KS2 Methods of Delivery

Comprehension	Read Aloud	Independent Reading
<b>30 minutes per day:</b> VIPERS comprehension units focus on the domains of reading: Vocabulary, Inference, Prediction, Explaining and Evaluating, Retrieval, Summarising and Sequencing. This will include planned opportunities to practice skills of reading which are scaffolded, modelled, and then independently executed.  Book Talk units focus on developing children's 'reading identities' through exploration, discussion and recommendation of key texts.  Performance Poetry units focus on children developing their understanding of poetry and personal preferences, as well as effective performance by learning poems by heart.	<b>15 minutes per day:</b> Mapped Read Aloud entitlement shared with children daily.	<b>15 minutes per day:</b> Dedicated time allocated for developing independent reading behaviours through StudyHall quizzing.

## Phonics - Book Wings

The uniqueness of Book Wings Phonics is that the synthetic phonics teaching opportunities are embedded within the context of real books; books written by skilled and well-known writers and illustrators who know how to engage children and make them want to read for pleasure.

The balance between the two skills (word recognition and language comprehension) changes as children acquire decoding skills and progress from learning to read to reading to learn for information and pleasure. As teachers, our main priority should be to instil a love of books, enthusing and motivating children to want to learn to read for pleasure, whilst working alongside teaching children to decode and encode.



Being able to read opens up the whole world for children. Being able to decode is only a part of reading. Wanting to read, wanting to find things out, wanting to find out what happens next, these are the behaviours that propel children to become readers hence the need to incorporate using real books. Blending and segmenting, recognising split digraphs, recognising tricky words by sight are essential elements of teaching early reading skills but you become a reader when you are driven to read out of a thirst for knowledge or out of a joy of being lost in a story. Just like we need air to breathe, children need to hear and read stories it is so vital to our development as complex human beings. That is why Book Wings Phonics uses storytelling and real books at the heart of the programme.

Whole class teaching is a central part of the programme as it exposes all children to new learning every day. Whole class teaching provides you with the opportunity to take ownership of your class, to be empowered by the knowledge you have of every individual. Gentle reminders can be given to specific children throughout the day enabling you to build and expand upon your phonic session across the curriculum, giving phonics a real purpose of being integral to being a reader and a writer.

### Weekly suggested sequence

	Mon	Tues	Weds	Thurs	Fri
Phase 2	New phoneme	New phoneme	New phoneme	New phoneme	Recap based on formative assessment + new tricky word
Phase 3	New phoneme	New phoneme	Recap	New phoneme	Recap
Phase 5	New grapheme	Consolidate new grapheme from Mon	New grapheme	Consolidate new grapheme from Weds	Practice + apply new graphemes from the week  Learn new Tricky word

### Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Baseline			s a t p	i n m d + l	g o c k + the	ck e u r + no
Autumn 2	h b f ff + go	l ll ss + to / into	j v w + we / me	x y z zz +be / you	qu + consolidate + was / are	Consolidate	consolidate
Spring 1	ch sh th +he / she	ng ai ee + they / are	igh oa oo + her / my	oo ar or	ur ow oi	ear air	ure er
Spring 2	At the end of Spring 1, we would recommend doing summative phonics assessments with your class to establish: - the phonemes & tricky words they have learnt and therefore the gaps you will need to focus on - their confidence with saying graphemes and blending the sounds to read words - their confidence with orally segmenting words and recalling the graphemes to write them						

<b>Summer 1</b>	You can then plan your lessons for the remainder of Spring and Summer terms to recap the sounds that your class needs the most practice with, and start to weave in more challenging opportunities for reading and writing. You can also start to include words with consonant blends to develop confidence with Phase 4.
<b>Summer 2</b>	

### Year One

At the start of Year One, we would recommend conducting a baseline assessment to establish how long you will need to focus on recapping Phase 3, enabling you to ensure the majority of children are secure before introducing alternative graphemes in Phase 5. This assessment will allow teachers to ascertain where consolidation is needed.

It is recommended you recap Phase 3 and 4 in Autumn 1 using the consolidations lessons provided, before moving on to Phase 5. When your children are ready to begin Phase 5 we recommend teaching 2 graphemes per week; taking time to truly embed the new learning through a variety of real life reading and writing opportunities, developing in depth each day. You may wish to move through at a faster pace if your cohort are ready for this.

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn 1</b>	Practice recognition and recall of Phase 2 & 3 graphemes and their application in reading and writing alongside application of Phase 4 consonant blends and polysyllabic words based on targeted assessment data gaps using BookWings consolidation planning						
When the majority of children (75%) are secure in Phase 3, you can begin teaching the new graphemes for reading							
<b>Autumn 2</b>							
<b>Spring 1</b>							
By this point, all new graphemes for known phonemes have been taught.							
<b>Spring 2</b>	At the end of Spring 1, we would recommend doing summative phonics assessments with your class to establish: <ul style="list-style-type: none"> <li>- the phonemes &amp; tricky words they have learnt and therefore the gaps you will need to focus on</li> <li>- their confidence with saying graphemes and blending the sounds to read words</li> <li>- their confidence with orally segmenting words and recalling the graphemes to write them</li> </ul> You can then plan your lessons for the remainder of Spring and Summer terms to recap the sounds that your class needs the most practice with, and start to weave in more challenging opportunities for reading and writing.						
<b>Summer 1</b>	-Focus on building fluency of word reading in preparation for the Phonics Screening Check in June using the BookWings Phase 5 consolidation lesson plans as a starting point						
<b>Summer 2</b>	If children are ready once they have completed the Phonics Screening Check you can now start to teach the alternative spellings for each phoneme (5c)						

## Following the sessions plans

### Sparkle mark

- This is the memorable rhyme or phrase that you will say to help remember the formation of the letter. This is said as you are practising writing the sound.

### Caption Action:

- This is the memorable action and rhyme you will say to help remember the grapheme.

### Eye Spy Cards

- This refers to the eye spy cards which can be found in the Bookwings Flight Bag (digital versions are available on the SharePoint site). These can be used to find images that contain the focus sound.

### Teach new letter

- This section outlines some creative ways you can introduce the new sound. This ranges from dressing up as characters such as the Train Conductor in Choo Choo Clickety Clack, to having a tea party covered in jam from “Pass the Jam Jim”. During this time, you will bring the story to life, explore the book and expose children to the new sound they are learning. We recommend as much adult enthusiasm as possible to bring the magic.

### Reading

- In this section, there are real reading opportunities with links to the book. This begins with reading and recognising the written sound in words as you introduce phase 2, through to reading words and sentences that contain the sound as you introduce phases 3 and beyond. Opportunities to read can include reading words that contain e to guess what is inside The Odd Egg, to reading words that contain the th sound and sorting them into voiced and unvoiced to make sets of Alan’s Big Scary Teeth.

### Writing

- In this section, you will find real writing opportunities to contextualise the new sound, providing fun and memorable ways to write the grapheme. There are “stretch” opportunities to provide further challenge and “support” opportunities to scaffold learning to ensure all children can be exposed to new learning. You may wish to precision teach these “stretch” and “support” activities outside of the whole class session.

### Environment

- This section provides exciting suggestions for enhancing your environment to expose children to real opportunities within the classroom for reading, writing and sound discrimination. The aim is for children to be able to independently use the skills we are teaching them and to use them with purpose. Therefore, this section offers learning opportunities such as writing invitations for The Tiger Who Came to Tea or using magnifying glasses to read tiny words small enough for the ladybird from What the Ladybird Heard. These ideas are the floor, not the ceiling – use your imagination and let your BookWings soar.

### Resources:

- Here you can quickly see a list of the resources you will need to bring excitement to the book and sound. We want to make these experiences as real for children as possible, so where you can, use real food instead of plastic or extravagant costumes that bring characters to life. You will need to check this list before you introduce a new sound as some may require more resources or time to set up than others. If you are unable to source these resources, use your imagination – just remember to keep it real as much as possible!

## Read Aloud

We value a broad, balanced and reading rich curriculum that includes reading with, reading by and reading to children. By protecting time every day, to read aloud to our children they will have the opportunity to hear and respond to great stories written by some of the most highly acclaimed literacy authors. Not only that but, research also demonstrates that reading to children develops empathy - meaning reading aloud to our children will not only make them better readers, but also better people. We cannot think of a better gift for our students and the world.



Our canon of texts has been carefully selected because they are books that are ‘worth reading’. They will inspire a love of reading, ensure that our children are exposed to high-quality literary language, will widen and deepen their

personal word-hoard, develop cultural capital, enrich character and empathy and prepare them not only for the demands of future curriculums but also a fulfilling literate life.

The focus for sharing reading in this way is pleasure and enjoyment. However, the teacher will also be modelling what phrased and fluent reading should sound like, as well as demonstrating being and active reader by cognitively modelling engagement with the text. During Read Aloud sessions, the teacher reads the text with as little interruption as possible but sometimes, they might pause to explain what words mean, explain new and unfamiliar concepts, ask questions (both teacher and children), visualise what is happening or summarise a main point or idea. All stories will be read from beginning to end to ensure that within this part of our curriculum, children can engage in the whole story. This means that sometimes the texts stand alone, sometimes they are continued from our literature spine and sometimes they are continued from guided comprehension.

For younger children, a range of high-quality picture books will be read a number of times so children can join in with repetitive refrains, rhythm and rhyme. The journey will then continue with short novels moving into longer novels for older children which is why you will see less texts to choose from at this stage of development.

We deliberately choose texts which open a window on the world, using centres and badges of excellence including CLPE, The Carnegie and Kate Greenway Medals and recommendations from Children's Laureates from the last decade. Each text links with and compliments the Oasis Primary Curriculum, enabling children to re-visit particular favourites and engage in author and poet study. The literature is mapped and planned to tell different stories from different people. Our offer includes a range of texts: classics; poetry; picture books for all ages; books that are written by and tell the stories of black and global majority communities; working-class voices; stories which make disability visible; that highlight different family types, LGBT and gender issues; and reflect the realities of the diverse communities we serve.

Teachers will be given both support and freedom to explore, interrogate and make links between the texts chosen. We will offer suggested question stems and domains of reading to pick up on. We also realise that different children will have different needs so will provide a framework but not prescriptive sessions.

## Independent Reading

Reading is a skill and, as with every skill, it requires not just instruction but practise. Reading practice serves a number of purposes. It enables students to apply the skills and strategies that are taught; it provides opportunities to check student learning and identify weaknesses and it draws students into the world of "real" reading - a world in which people learn from and enjoy books.



Using the Horizons project enables us to build a large bank of books to ensure our children have the opportunity to be inspired and motivated to practise. Practice does not automatically lead to growth, however, to be effective, practice must have certain attributes: It must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain.

To ensure we balance this, we are approaching independent practice using the following components:



## Wheelers

To provide us with a deliberate and sustainable process to opening a world of books to children in a hybrid form of physical books in the academy and e-books, we use Wheelers, which all children can access using their iPads. Wheelers provide extensive breadth to the library offer in the form of a digital library that children can 'check out' books from and reserve books for future reading. Wheelers provide access to a world of books, to be read and listened to online.



## StudyHall

StudyHall Reading Age Tests and Book Talk Quizzes, ensure we are deliberately, forensically and accurately ensuring that children access and read books which are at the optimum difficulty to ensure development of reading skills. We have chosen to use StudyHall to enable powerful practice by:

- Providing data that helps you monitor and personalise reading practice.
- Encouraging substantial amounts of practice, according to guidelines based on research findings.
- Making practice fun for students by facilitating successful encounters with text.

The timetabled element of independent reading will enable children to read individually to the adults and give regular time to read, quiz, change books, discuss choices and for adults to carefully check book choice and patterns of reading over time. The time allocated for reading will then be supplemented by the academy’s ‘home reading’ expectation.

## Reading Comprehension Termly Structure

Every term, the ‘explicitly taught’ element of the OCL Reading offer, comprising of VIPERS lessons, Book Talk and Performance Poetry, follows a 6-week cycle. This cycle is outlined below.

Year group	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	SHARED COMPREHENSION THROUGH BOOKS (VIPERS skills introduced gradually - exposure)			BOOK TALK		PERFORMANCE POETRY
Years 2-6	VIPERS					

## Whole Class Comprehension

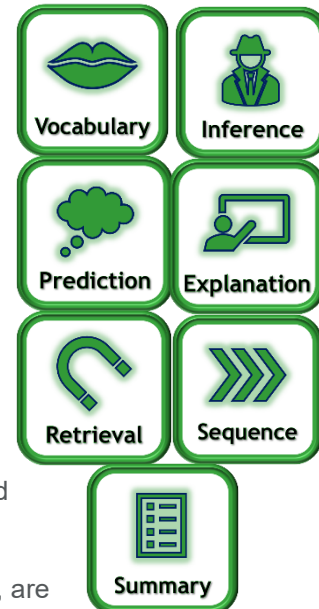
### VIPERS

*“Comprehension is messy. There is no clear-cut path that the brain takes when making sense. There are many roads the mind can take as it burrows through layer after layer of meaning.” Tovani 2000*

Our goal for teaching reading comprehension so explicitly is to enable all our children to understand the most demanding texts, interpret them and understand the deeper layers of hidden meaning. When readers are able to do this, then every reading context is pleasurable, and readers read more and more. To achieve this, our children need to know and understand that reading is active, requires effort and cognition and that effective readers apply a range of strategies in combination, subconsciously to read with understanding.

It is well evidenced that reading comprehension can be improved through the explicit teaching of specific strategies to support pupils to monitor their own reading and overcome barriers to reading for meaning. Specific strategies include predicting, asking questions, summarising, clarifying and activating background knowledge and when used in combination enable the outcome skill of inference making – understanding the deeper layers of meaning.

To enable all of our children to read actively and apply these strategies whenever they read independently, our reading curriculum includes protected time, daily, for explicit strategy instruction, including modelled and supported practice. To enable pupils to practice these strategies, in VIPERS lessons, quality texts across a range of text types and subject areas, are used. Where purposeful these texts are linked to the wider OCL curriculum to support pupils in securing knowledge and applying their skills in a meaningful way that makes connections with their wider learning. These texts also provide the opportunity for children to broaden and extend vocabulary and fully use background knowledge to support inference making. We have chosen to follow the ‘VIPERS’ model – vocabulary, inference, prediction, explanation, retrieval, sequence and summary – for 3 weeks each term as this provides a structure required to teach pupils to integrate multiple strategies. Each week, there will be a focus VIPERS skill and a ‘revisited’ VIPERS skill, which will form the main focus for the teaching and learning, although other VIPERS may be included in small parts of the lesson to support regular opportunities for spaced retrieval.



Shorter texts are used within VIPERS lessons as these provide the focus for teachers to model reading and thinking aloud and for pupils to practise the strategies to support fluency, phrasing and confidence.

This is an example of the structure of a three-week plan for comprehension:

Day	Focus	Day	Focus	Day	Focus
1	Exploration of the text	6	Exploration of the text	11	Exploration of the text
2	Focus VIPERS skill / 'Revisit' VIPERS skill for the week	7	Focus VIPERS skill / 'Revisit' VIPERS skill for the week	12	Focus VIPERS skill / 'Revisit' VIPERS skill for the week
3	Focus VIPERS skill / 'Revisit' VIPERS skill for the week	8	Focus VIPERS skill / 'Revisit' VIPERS skill for the week	13	Focus VIPERS skill / 'Revisit' VIPERS skill for the week
4	Focus VIPERS skill / 'Revisit' VIPERS skill for the week	9	Focus VIPERS skill / 'Revisit' VIPERS skill for the week	14	Focus VIPERS skill / 'Revisit' VIPERS skill for the week
5	Independent comprehension task based on familiar text (½ of questions based on focus skill for the week)  <b>Y2: From Autumn 2</b>	10	Independent comprehension task <b>Y2 (from Autumn 2)</b> – familiar text with questions based on focus skills for the week <b>Y3</b> – familiar text with questions based on focus skills for unit so far <b>Y4</b> – similar text with questions based on focus skills for unit so far <b>Y5&amp;Y6</b> – unfamiliar text with ½ of questions based on focus skills for the week	15	Independent comprehension task <b>Y2 (from Autumn 2)</b> – unfamiliar text with questions based on focus skills for the unit <b>Y3&amp;Y4</b> – unfamiliar text with mixed questions <b>Y5&amp;Y6</b> – unfamiliar text with mixed questions

## Book Talk

The OCL Reading comprehension offer is enhanced by the delivery of Book Talk units for 2 weeks every term. The aim of these units is to further promote and instil a love of reading, as well as give children an opportunity to develop their own reading identities, so there is less of a focus on VIPERS skills. To build in more oracy opportunities, which we know is important, much of the teaching and learning within these units will be talk based, encouraging children to engage in discussions and debates, sharing and justifying their thoughts and responses.

Similarly to all texts used in the OCL curriculum, the texts selected for Book Talk have been chosen because they are high-quality texts which are 'worth reading' and reflect the diversity within the world in which they live. It is not the intention that the whole book will be read during a Book Talk unit, but they will introduce children to a broader spectrum of authors and texts, which they will hopefully be inspired to continue to explore independently or at home as part of their own personal reading journey.

## Performance Poetry

Performance Poetry units focus on developing fluency, phrasing, confidence and performance through poetry. For 1-week every term, children spend time exploring a focus poem. They will learn about the poet, develop an understanding of the poem, broaden their vocabulary and explore a variety of poetic devices and features. The focus of these units is on learning a poem by heart and creating a confident and enjoyable performance. At the end of the unit, children will perform the poem by heart to an audience – sometimes within their own academy and sometimes to audiences beyond their academy communities. There will be very minimal written evidence for these units.

## Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Reading in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through Socratic quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in, where most impactful, to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, cold comprehension tasks to assess if skills can be applied independently and Student Portfolios in Showbie.

## Phonics Specific Impact Measures

We use Phonics tracker to track children at the end of each phase of their phonics teaching in addition too practice for the Phonics check.

## Reading Specific Impact Measures

### What are we measuring?

- Phonological awareness
- Phonemic awareness
- Efficient word-analysis
- Application of strategies to decode and comprehend new and novel texts
- Independent comprehension monitoring
- Phrased and fluent reading

### How are we measuring it?

In reading, quizzing is used as a method of assessing pupils understanding of a core concept and analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Regular cold comprehension tasks, as part of the comprehension lessons, give teacher regular insight into the depth of learning and ability to apply skills independently.

### Summative Testing

Once children have passed the phonics screening check and can read fluently, they begin to use StudyHall to support them with their independent reading and shaping their personal reading journey. Children complete regular StudyHall Reading tests which, along with their other interactions with the software through quizzing, builds a reading profile for individual children, identifying key strengths and areas for development, as well as their reading age and zone of proximal development range. These ranges are used to ensure that children are reading appropriately levelled texts in their independent reading as this supports them to develop their reading skills while avoiding frustration.

Each term, pupils also complete a nationally standardised test in reading and results are examined at an individual academy level and trust level. This further supports staff in identifying any children in need of additional support. Question-level analysis from these assessments can then guide pupil practice focus in the following term.



#### • Normative, standardised tests include:










- Phonics check throughout Year 1
- Phonics check at the end of Year 1
- Phonics check at the end of Year 2
- End of term Headstart Tests
- Comprehension tasks (minimum of 3 per term)
- KS2 SATs
- End of term StudyHall reading tests

#### • For pupils in KS1, those who are struggling with reading and INAs academics may choose from:

- PM Benchmark – LAK
- YARC Progression Points against the Core Concepts

## Progression Points against the Core Concepts

Core concept	Icon	End point
Phonics and Sight Vocabulary		Consider how our understanding of <b>etymology and morphology</b> contributes to how we define and spell words and use this knowledge to access increasingly challenging texts. Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
Phrasing and Fluency		<b>Read aloud</b> a variety of <b>complex</b> texts with <b>high accuracy, fluency,</b> and <b>expressive phrasing.</b> Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.

<p><b>Author Choices, Text Features and Organisation</b></p>		<p>Engage in in-depth analysis of texts, focusing on the interplay between text features, layout, and authorial intent.          Make critical comparison of story structure across texts.          Study a range of authors, including at least 2 authors in depth, each year.          Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody.          Discuss how and why scene changes are made and how they affect the characters and events.          Recognise that authors can shape their writing by choosing when to use <b>dialogue</b> and when to use <b>internal monologue</b>.          Engage in in-depth analysis of texts, focusing on the interplay between text features, layout, and authorial intent.          Consider how style is influenced by the time when they wrote and the intended audience.</p>
<p><b>Personal Reading Journey</b></p>		<p>Choose to read books independently for challenge, interest and enjoyment.          Reread books encountered earlier to increase familiarity with them and provide a basis for making comparisons.          Maintain an active and independent reading life.          Contribute to a vibrant reading community through various media, including digital platforms.</p>
<p><b>Comprehension: Vocabulary</b></p>		<p>Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.          Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.          Compare and contrast how authors use language for impact.          Continue to develop a broad and rich lexical bank.</p>
<p><b>Comprehension: Inference</b></p>		<p>Analyse texts in depth, making inferences about characters, settings and themes.          Make comparisons within the text.          Present and defend their inferences and interpretations in discussions and written work.</p>
<p><b>Comprehension: Prediction</b></p>		<p>Analyse and interpret texts to make advanced predictions, understanding the author's craft and intent.</p>
<p><b>Comprehension: Explanation</b></p>		<p>Explain their understanding of complex texts by analysing the author's use of language, structure, and literary devices, and how these elements shape meaning and impact the reader.</p>
<p><b>Comprehension: Retrieval</b></p>		<p>Use advanced retrieval strategies to extract and synthesize information from complex texts, understanding how different text features contribute to meaning.          Critically assess the quality and bias of information sources.</p>
<p><b>Comprehension: Sequence</b></p>		<p>Identify and analyse the sequence of events and their significance.          Sequence information from multiple sources.</p>
<p><b>Comprehension: Summary</b></p>		<p>Critically engage with complex texts, identifying and summarising main ideas and supporting details.          Gathering and summarise information from multiple sources.</p>