



HODGE HILL
PRIMARY SCHOOL



*...putting children at the heart of everything
we think, say and do.*



Year 1

2024-2025

Curriculum Planning Booklet

Reading

What are we trying to achieve? (INTENT)

The threads in our curriculum builds our children' cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.

Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our children the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our children, staff, parents and Create Partnership Trust.

Curriculum Threads (based upon ideas from Three Bridges Primary School)	Mind, body and soul: Our Physical and mental well-being	Our place in the world: Identity and Community	Nurturing nature: Sustainable development	What we are striving for: Peace v Conflict	Using our voice for good: Power and governance	Citizens of the world: Social justice and equity
	Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness: it can also impact positively upon the well-being of the group, school and of the wider community.	Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes. We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far.	There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future.	In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict.	Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future.	All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this.

Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new GPCs and revise and consolidate those learnt earlier. The understanding that the letters on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Notes and guidance (non-statutory): Word Reading

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the Y1 GPCs accurately and speedily, they should move onto the Y2 programme of study for word reading.

The number, order and choice of exception words taught is set by the Little Wandle phonics programme which we use.

Young readers encounter words that they have not seen before much more frequently than experienced readers do and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can already read. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Notes and guidance (non-statutory) : Comprehension

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other

subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

The following statements for **Spoken Language** apply to all years. The content should be taught at a level appropriate to the age of the pupils, with pupils building on oral language skills that have been taught in preceding years.

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The following list of writing objectives have come from the Birmingham Continuum for Writing, which breaks the NC2014 document into smaller steps and from the HHPS Oracy Progression which has been developed in conjunction with Voice 21 to develop oracy skills across the school.

Prior Knowledge	New Knowledge: Autumn Term
<p>In YR, children working at the expected standard can:</p> <ul style="list-style-type: none"> • Can read some frequently encountered CVC words fluently in isolation and in sentences • Can read up to 30 common exception words by sight • Begin to develop 1:1 correspondence when reading aloud • Can read accurately by blending the sounds in words with two and three known graphemes • In a familiar story being read by an adult, can respond to questions that require simple recall • Demonstrate an enjoyment of an increasing range of books 	<p>In Y1, most children will be able to:</p> <ul style="list-style-type: none"> • Read some common exception words • Read most short vowel CVC words without overt sounding and blending • Read accurately by blending the sounds in words with up to five known graphemes • Can recognise and say most standard vowel digraphs and use them to read regular words • Can blend to read CVC words that include double final consonants (ff,ss,ll,ck) • Can use phonic knowledge to read simple, phonetically regular 2-syllable words (mango) • Talk about events in a story and link them to their own experiences • Begin to choose books for pleasure on the basis of their title and illustration • Give a simple description of a character using the text and illustrations for support • Can order a sequence of 3 pictures independently from a familiar story they have recently heard

Prior Knowledge	New Knowledge: Spring Term
<p>In Y1, most children will be able to:</p> <ul style="list-style-type: none"> • Read some common exception words • Read most short vowel CVC words without overt sounding and blending • Read accurately by blending the sounds in words with up to five known graphemes • Can recognise and say most standard vowel digraphs and use them to read regular words • Can blend to read CVC words that include double final consonants (ff,ss,ll,ck) • Can use phonic knowledge to read simple, phonetically regular 2-syllable words (mango) • Talk about events in a story and link them to their own experiences • Begin to choose books for pleasure on the basis of their title and illustration • Give a simple description of a character using the text and illustrations for support • Can order a sequence of 3 pictures independently from a familiar story they have recently heard 	<p>In Y1, most children will be able to:</p> <ul style="list-style-type: none"> • Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures of the context of the sentence • Read 20 of the Y1 common exception words • Read some frequently encountered CVC words containing standard vowel digraphs, fluently • Say the sound for 40+ GPCs • Recognise and say all standard vowel digraphs and use them to blend to read regular words • Read words with split vowel digraphs • Read regular compound words • When listening to an adult read, is beginning to comment on what they like/dislike about a story • Identify a favourite book • Make simple predictions of what might happen based on the story so far • With adult prompt, use basic adjectives to describe what a character might be like from what they say and do

Prior Knowledge	New Knowledge: Summer Term
<p>In Y1, most children will be able to:</p> <ul style="list-style-type: none"> • Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures of the context of the sentence • Read 20 of the Y1 common exception words • Read some frequently encountered CVC words containing standard vowel digraphs, fluently • Say the sound for 40+ GPCs • Recognise and say all standard vowel digraphs and use them to blend to read regular words • Read words with split vowel digraphs • Read regular compound words • Talk about events in a story and link them to their own experiences • Begin to choose books for pleasure on the basis of their title and illustration • Give a simple description of a character using the text and illustrations for support • Can order a sequence of 3 pictures independently from a familiar story they have recently heard • When listening to an adult read, is beginning to comment on what they like/dislike about a story • Identify a favourite book • Make simple predictions of what might happen based on the story so far 	<p>In Y1, most children will be able to:</p> <ul style="list-style-type: none"> • Read some frequently encountered phonetically regular words, fluently • Read words with contractions and understand that the apostrophe represents missing letters • Read all of the Y1 common exception words • Respond rapidly with the correct sound for all 44 GPCs • Read regular words ending in -ing, -ed, -er, -est • Use all 44 graphemes to blend to read regular words • When listening to an adult read key stories and traditional tales, can say what they like and dislike about it • Join in with the repetitive elements of traditional tales • In a familiar story read by an adult, can retell some of the story • When given a picture from a story, can demonstrate their understanding of the sequence by selecting the next event from a set of 3 pictures • Use basic adjectives to describe the characters saying what they might be like from what they say and do

How will we achieve our intent? (IMPLEMENTATION)

Y1: Whole Year

Pupils will use the Y1 LWLS phonics program and read decodable texts that are matched to their growing phonemic knowledge. The teaching of reading occurs 4x per week with each session lasting 20 minutes. The format for teaching reading relies upon pupils re-reading the same text for each of the four sessions and will follow the schedule described below:

- **Session 1: Vocabulary**
 - Revisit
 - GPC & Tricky Words
 - Blending – with particular focus on unfamiliar words from the text
 - Teach
 - Meaning of new vocabulary
 - Practice
 - Fluent reading (teacher checks for accurate blending and sight reading)
 - Apply
 - Re-read to build reading fluency
- **Session 2: Prosody**
 - Revisit
 - Tricky words and new vocabulary
 - Blending / sight reading
 - Teach
 - Prosody – using one of the following strategies
 - Read punctuation
 - Read with expression
 - Use dynamics and tempo
 - Practice
 - Read the text with support
 - Apply
 - Re-read the text
- **Session 3: Comprehension**
 - Revisit
 - Tricky words and new vocabulary
 - Use prosody to re-read the text
 - Teach
 - Comprehension – using one of the following strategies
 - Fact retrieval / inference / summary / prediction / retelling
 - Find answers in the text
 - Orally construct full sentence answers
 - Practice
 - Orally compose answers to comprehension questions with support
 - Apply
 - Find answers in the text and orally compose full sentence answers
- **Session 4: Comprehension**
- Revisit
 - Tricky words and new vocabulary
 - Use prosody to re-read the text

- Teach
 - Comprehension – using one of the following strategies
 - Written responses
 - Oral summary
 - Retell the story
 - Reiterate the story
- Practice
 - Work together to practice taught skill
- Apply
 - Work independently to apply taught skill

Classroom Organisation

Children will be placed into groups of up to 8 readers. Formative and summative assessment may necessitate the that the makeup of these groups changes throughout the year. While one group of children are reading to the class teacher, from their decodable text, other children will be completing reading related tasks under the supervision of the Pupil Support Assistant. Each activity will last for 20 minutes and rotate so that all children complete all activities in each of the 4 weekly sessions. Thus, a class may have a reading schedule like the example below:

	Group of up to 8 children
Task 1 – 20 mins	Reading with class teacher
Task 2 – 20 mins	Handwriting Practice
Task 3 – 20 mins	Matching vocabulary
Task 4 – 20 mins	Read & Spell Rocket Words

Reading for Pleasure

This year, we will focus on the importance of Reading for Pleasure, using the support and resources provided by our partnership with the Open University Reading for Pleasure programme. In the second week of term, please use the Reading Questionnaire (see resources). Class teachers should read questions to the children and guide them in how to answer each question. Completed questionnaires should be given to the Reading Lead.