English Curriculum Plan – Reading (Primary)

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| This curriculum overview is based on the National Curriculum programme of Study for primary English Reading (2014) however this has been adapted to suit the needs of Deaf learners. In particular, adaptations have been made for children who use British Sign Language (BSL) as their preferred mode of communication, and these are coloured in blue font. This is because BSL has no written form, therefore learning to read requires these children to translate not only between two languages but also between two modes of communication. Many Deaf learners, both those using BSL and those who communicate using speech, have vocabulary deficits and language delays/difficulties however in order to read something you need first to understand the language behind the text. Therefore, vocabulary and language are given their own headings as these are the foundations for learning to read effectively. Opportunities for cross curricular reading are marked with an asterisk \*  Although this curriculum overview is broken down into year groups, many of our children will not be working at the level aligned with their chronological age. This is often again due to gaps in early language development as a result of their hearing loss. Additionally, many of our children do not join our school in year 1 – it is common for children to join at later points in their school career and at any time throughout the academic year. This is often after they have fallen behind in a mainstream setting or a setting with enhanced provision for Deaf students. Therefore, the objectives each child will be working on will be based on their current level of ability regardless of their year group and this will be determined by a range of teacher assessment methods. The content of the study (for example the texts used), will change dependent on the age and interest level of the child. This overview provides a skills progression to ensure that children gain the ‘building blocks’ they need to develop from a beginner reader to a fluent reader. Some elements of the curriculum are extended, or some areas of study may be given a greater weighting, to ensure that our Deaf children have sufficient time to fully embed the skills. These are coloured in red font. |

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| **Year**  **6** | The year 6 curriculum is largely the same as the year 5 curriculum, however targeted work towards SATs level reading comprehension tests (where appropriate) should be a priority, as well as continuing to develop and embed all of the previous skills.  The content domains for the year 6 SATS reading test are:   * Give / explain the meaning of words in context. * Retrieve and record information / identify key details from fiction and non-fiction. * Summarise main ideas from more than one paragraph. Make inferences from the text / explain and justify inferences with evidence from the text. * Predict what might happen from details stated and implied. * Identify / explain how information / narrative content is related and contributes to meaning as a whole. * Identify / explain how meaning is enhanced through choice of words and phrases.   Make comparisons within the text. | | | | Encourage children to read widely and often and invite discussions, recommendations etc. about this.  Continue to read aloud whole books with sign language interpretation. |
|  | **Vocabulary** | **Word reading** | **Language** | **Comprehension/Fluency** | **Reading for Pleasure** |

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| **Year 5**  **\*Cross curricular opportunities** | Many of our children will still need explicit vocabulary instruction, using cross curricular opportunities, class texts, reading books etc.  Continue to develop skills in translation between written English and BSL.  Continue to develop dictionary skills to find out the meaning of new vocabulary. Apply reading skills to enable children to use the dictionary definition to understand the new word, without the need for more visual tools (such as google images). | Many of our pupils will still need direct teaching of word reading-skills, by explicitly pre-teaching children to sight recognise words which appear in the class text and in their reading book.  Continue to develop skills in and explicitly teach etymology and morphology.  Teach children to sight read year 5 and 6 statutory spelling words. | Teach the technical language they need for discussing what they read, e.g. simile, metaphor etc  Participate in discussions about what they have read, asking questions of each other and challenging one another’s views courteously.  Practise the language of justifying – I think that because… I know that because… …. makes me think that… | Many of our children will still need to read a colour banded book – the aim is for this to happen 3 times per week with an adult.  Children should be increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  Teach purpose, audience and form and consider:   * How this affects the language used * The conventions of different text types (e.g. first person in diary writing) * Distinguish between fact and opinion * Compare texts   Discuss themes within and across texts, e.g. grief, heroism. Read books on a similar theme from different viewpoints.  Continue to develop children’s ability to justify their ideas with evidence from the text.  Learn a wider range of poetry by heart and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. | Read aloud whole books to children with sign language interpretation.  Encourage children to recommend books that they have read to their peers, giving reasons for their choices.  Promote discussions about books, including teachers sharing their own passion for reading.  Provide opportunities for children to engage with a wide range of books by promoting a ‘reading culture’ – book corners, library visits, rewards linked to reading etc. |

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| **Year 4**  **\*Cross curricular opportunities** | \*Continue to develop vocabulary across the curriculum, focusing on higher level, ambitious vocabulary as well as basic vocabulary.  Continue to pre-teach vocabulary that is found in their reading book or class text.  Continue to draw attention to the differences between English and BSL and how the non-manual features of sign language can be used to demonstrate the breadth of vocabulary in spoken English (e.g. raining, pouring)  Children should independently use a range of tools including the dictionary, spread the sign and google images to find out the meaning of new words. | Teach children to read year 3 and 4 common exception words by sight.  Continue to teach root words, common prefixes and suffixes (as set out in the National Curriculum) and encourage children to apply this knowledge when reading new words.  Teach children to sight recognise the words that appear in their reading book and in the class text, through starter activities, intervention activities, homework activities and games. Repetition will help children retain this knowledge.  Teach etymology – where words come from – to give children another tool for working out the meaning of new words.  Children should independently be able to use the context of a sentence to work out the meaning of an unfamiliar word. | Children should be exposed to high level technical language and also poetic/figurative language.  \*World and general knowledge development is vital, and discussions across the curriculum should be conducted using ambitious language, rather than simplified language. This can be supported with visual aids. | Aim to read 3 times per week with an adult, using a colour banded book at an appropriate level.  Understand why we read and the consider the different purposes of texts.  Comment on the effect of the author’s choices by:   * Identifying and explaining how meaning is enhanced through choice of words or phrases * Discussing how particular words or phrases may be signed – children should be able to do this more independently now * Comment on the effect of language, structure, presentation   Provide evidence to support their ideas by:   * Continuing to make inferences and predictions by reading between the lines * Providing evidence from the text to support these and explaining their meaning   Summarise and understand whole texts by:   * Identifying the main points from more than one paragraph and summarise the text using these. * Make comparisons within texts. * Identifying themes and conventions across a wide range of books. | Read aloud whole books to children, with sign language interpretation, making sure these are of high quality and age appropriate interest.  Encourage children to borrow books to read for pleasure and encourage discussions about favourite books/authors/genres.  Provide opportunities for children to engage with a wide range of books by promoting a ‘reading culture’ – book corners, library visits, rewards linked to reading etc. |

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| **Year 3**  **\*Cross curricular opportunities** | \*Continue to develop vocabulary across the curriculum, focusing on higher level, ambitious vocabulary as well as basic vocabulary.  Continue to pre-teach vocabulary that is found in their reading book or class text.  Continue to draw attention to the differences between English and BSL and how the non-manual features of sign language can be used to demonstrate the breadth of vocabulary in spoken English (e.g. raining, pouring)  Teach the difference between the thesaurus and the dictionary.  Support children to explore new vocabulary independently, using tools such as children’s pictorial dictionary, google images, spread the sign, BSL online dictionary. | Where appropriate, systematic phonics teaching will continue into key stage 2 as part of an extended phonics programme.  Teach children read year 3 and 4 common exception words by sight.  Continue to teach morphology through root words, compound words, common prefixes and suffixes (as set out in the National Curriculum) and encourage children to apply this knowledge when reading new words.  Teach children to sight recognise the words that appear in their reading book and in the class text, through starter activities, intervention activities, homework activities and games. Repetition will help children retain this knowledge.  Teach pupils to use a range of clues to work out the meaning of new words, e.g. picture clues, sentence clues (context) | Use resources such as books without words or short films to practise inferencing, summarising and predicting skills.  Oral retelling of familiar tales such as fairy stories, myths, traditional tales.  \*Continue to practise abstract language, both in targeted language interventions and also in general conversations or cross curricular topics. For example asking questions such as ‘why does that happen?’, ‘how do you know?’ ‘why do you think that?’. Staff to model this by commenting with their own thoughts.  Develop theory of mind skills using books/stories/films  (e.g. in The Gruffalo, the Gruffalo thinks that the characters are scared of the mouse) | Aim to read 3 times per week with an adult, using a colour banded book at an appropriate level.  \*Apply their reading retrieval skills across the curriculum, e.g. using text books and reference books.  Read and listen to a wide range of genres including fiction, non-fiction, poetry and plays and discuss the differences between these. (Again, a heavier emphasis may be placed on narrative fiction and non-fiction due to gaps in early language)  Show children how poetic/figurative language can be translated into BSL.  Continue to practise inferencing and prediction based on information stated in the text.  Summarise a text into beginning, middle and end.  Draw simple comparisons within the text, for example how has a character changed at the end compared with the start.  Perform poems and plays, using the correct intonation, tone, action and volume to show understanding.  Recognise some different forms of poetry, including free verse and narrative poetry. | Read aloud whole books to children, with sign language interpretation, making sure these are of high quality and age appropriate interest.  Encourage children to borrow books to read for pleasure and encourage discussions about favourite books/authors/genres.  Provide opportunities for children to engage with a wide range of books by promoting a ‘reading culture’ – book corners, library visits, rewards linked to reading etc. |

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| **Year 2**  **\*cross curricular opportunities** | \*Explicitly teach children to say/sign general words associated with their topic, focusing particularly on tier 1 and 2 vocabulary to fill in any vocabulary gaps.  Explicitly teach children to say/sign words which appear in their reading book.  Start to discuss favourite words and why one word might be chosen over another.  Begin to introduce the concept of the differences between BSL and English, e.g. one English word may have two BSL signs or vice versa.  \*Continue to develop listening and lip reading skills through targeted interventions and activities. | **Either:** Continue to develop and apply phonics knowledge where appropriate.  **Or:** Sight recognise words commonly found in their colour banded reading books.  Teach pupils to use a range of clues to work out the meaning of new words, e.g. picture clues, sentence clues (context)  Teach pupils to read year 2 common exception words by sight.  Read words containing common suffixes e.g. –ness,  -er, -ful, -less, -est. Students using BSL should be taught to use either facial expression, non-manual features, finger spelling or additional signs to demonstrate this  Spot root words and compound words  Discuss and clarify the meaning of new words – staff should be vigilant in watching carefully to ensure that students are using the correct sign in the context of the wider sentence and model/teach this where students are making errors (e.g. which sign is being used to depict the word ‘can’?) | \*Encourage children to ask concrete questions of both adults and other children (e.g. Who? What? Where?). Model and provide structured opportunities for this.  Teach children the language required for clarification, e.g. ‘What does that mean?’  \*Practise answering ‘why?’ and ‘because…’ in a range of contexts (play, cross curricular, picture books etc) to support understanding of how events link together.  Continue to use pictures and roleplay to encourage and develop inference and prediction skills.  Begin to bring ‘big world’ roleplay down into ‘small world roleplay’ in which children have to use language to narrate the story. For example finger puppets could be used when retelling a story. | Aim to read daily with an adult using a colour banded book appropriate to their current reading level.  Read a range of fiction, non-fiction and poetry texts, including traditional tales (a heavier emphasis will be placed on narrative fiction due to the likely gaps in early language development).  Be taught to express English phrases of increasing complexity as one sign by linking words together. This should be done in context as they appear in reading books.  Re-tell stories they have read, sequence the events (this could be done using pictures) and discuss how one event links to another.  Read a range of non-fiction texts and discuss how they are structured differently to stories. Identify the features of these (e.g. headings, sub-headings, fact boxes etc)  Discuss their views and opinions on what they have read – what did they like/dislike? Who is their favourite character?  Begin to practise reciting poems by heart by copying the way staff say/sign these using intonation, facial expression and non-manual features. | Share books in literacy sessions which are beyond their current level of independent reading.  Listen to/watch age appropriate stories being read aloud with sign language interpretation  Encourage exploration of books and stories through role-play areas, dress up and linked activities e.g. baking or art.  Ensure a range of age appropriate books are available for children to pick up and look through, even if they cannot yet read these independently. |

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| **Year 1**  **\*Cross curricular opportunities** | \*Explicitly teach children to say/sign general words associated with their topic, focusing particularly on tier 1 and 2 vocabulary to fill in any vocabulary gaps. Ensure children know the meaning of these words and can use them in context.  Explicitly teach children to say/sign words which appear in their reading book. Ensure children know the meaning of these words using strategies such as picture matching or acting.  Make links between words by grouping them into categories, identifying words with similar meanings, playing vocabulary games etc.  Continue to develop listening and lip reading skills with a focus on letter/sound correspondence. | Teach children to recognise all 40+ phonemes and their corresponding graphemes.  **Either:** Teach children to read accurately decodable words by blending phonemes together.  **Or:** Teach children to sight recognise common words found in their colour banded books. (likely to be pink, red, yellow)  Teach children to read year 1 common exception words by sight.  Teach –s, –es, –ing, –ed, –er and –est endings  Teach un- prefix  Teach contracted words with apostrophes, e.g. I’ll | Role play scenes from stories or use role play areas to make up their own scenes.  Use picture books/books without words to develop inference and prediction skills – what might they be saying/doing feeling? What might they do next?  \*Practise answering concrete questions for retrieval – Who? Where? What?  \*Model ‘how?’ and ‘why?’ questions to support inference.  Teach concepts of:   * Past, present and continuous tense * Plurals * Negatives (not) * Person words (teach**er**, build**er**) * Comparison   using visual support and language games. | Aim to read daily with an adult using a colour banded book appropriate to their current reading level.  Be taught to sign some English simple phrases as one sign by linking two words together (e.g. zip up, get in)  Read a range of fiction, non-fiction and poetry texts (a heavier emphasis will be placed on narrative fiction due to the likely gaps in early language development).  Identify key elements of the text e.g. characters, settings and events.  Recognise and join in with familiar or repeated phrases.  Link what they read or hear to their own experiences. | Share books in literacy sessions which are beyond their current level of independent reading.  Listen to/watch age appropriate stories being read aloud with sign language interpretation  Encourage exploration of books and stories through role-play areas, dress up and linked activities e.g. baking or art.  Ensure a range of age appropriate books are available for children to pick up and look through, even if they cannot yet read these independently. |