



Trevisker
Primary School

Curriculum Overview for Reading
Subject Lead: George Keast

Rationale

Our whole school ethos is reflected in our motto 'Friendship and Respect, Learn for Life'. At Trevisker we have an engaging, meaningful, and thematic reading curriculum with thoughtfully planned speaking, listening, reading and writing opportunities. High quality texts with rich and ambitious vocabulary are at the heart of all our teaching and learning. These link to an over-arching theme, which allows for opportunities to use learnt knowledge to produce quality writing across the curriculum. In turn this promotes high engagement.

The integration of oracy—the ability to express oneself fluently and confidently through spoken language—into reading lessons enhances both literacy and communication skills in students. Below are the key benefits of adopting this approach:

1. Deepens Comprehension

Oracy encourages students to discuss texts, explain their thinking, and explore diverse perspectives. Speaking about what they read helps students:

- Clarify and consolidate their understanding of complex ideas.
- Engage with themes and characters more critically.
- Make personal connections to the text, fostering deeper engagement.

For example, discussing why a character acted a certain way in a story enables students to analyse motives and build empathy.

2. Develops Critical Thinking and Problem-Solving Skills

When students verbalize their interpretations and debate different points of view, they practice constructing arguments and reasoning logically. This approach:

- Helps them justify opinions with evidence from the text.
- Encourages active, rather than passive, consumption of information.
- Prepares them for evaluative tasks such as comparing authors' techniques or themes.

3. Builds Confidence and Communication Skills

Oracy activities such as group discussions, debates, or presentations give students the opportunity to:

- Practice speaking in a structured, supportive environment.
- Improve their vocabulary and articulation through exposure to rich language in texts.
- Gain confidence in sharing their ideas, a skill crucial for academic success and beyond.

4. Supports Collaborative Learning

Oracy fosters teamwork and collaboration, as students share interpretations and respond to peers. This promotes:

- Active listening, which strengthens comprehension.
- Respect for diverse viewpoints, which enhances social-emotional skills.
- A sense of community within the classroom, making learning more enjoyable.

5. Improves Writing Skills

Verbalizing ideas helps students organize their thoughts, which translates to improved writing. Through structured oracy activities, students:

- Learn to craft coherent arguments that they can replicate in written form.
- Use vocabulary encountered during discussions to enrich their writing.

6. Supports a Range of Learning Styles

While some students excel at silent reading, others thrive when they can vocalize or hear ideas. Oracy ensures that auditory and kinaesthetic learners are engaged by:

- Incorporating drama, role-play, or storytelling.
- Allowing students to express themselves creatively while analysing the text.

An oracy-based approach to reading lessons creates a dynamic, interactive classroom environment where students not only improve their reading skills but also gain confidence, critical thinking abilities, and communication tools. By combining oral and literary practices, educators prepare students for both academic and real-world success.

Planning and Delivery

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do. We use the National Curriculum as a basis for planning and every opportunity is taken to include high quality speaking, listening, reading and writing experiences.

Early Readers

We use a programme called Read Write Inc. Phonics to teach our children to read and write. We make sure every child can read the last set of phonic stories before they progress to our higher-level programmes, Comprehension and Spelling. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support follow this programme too; struggling readers in Year 5 and 6 children follow a similar programme called Fresh Start.

During this time, we group children by their reading progress for 45 minutes a day (20 to 45 minutes in Reception) and re-assess children every half-term so we can place them in the group where they'll make the most progress. We provide extra daily one-to-one sessions for children who need a bit of a boost to keep up.

For children to make the best possible progress, they will read Storybooks closely matched to their reading level, every day. This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age.

Every half-term, we assess all children in YR to Y4 who have not yet met end of Key Stage 1 National Curriculum expectations for reading. We assess Years 5 and 6 children who are at risk of not meeting end of Key Stage 2 national expectations for reading using the Fresh Start assessment.

Independent Readers

Once pupils are able to read fluently and with intonation that shows some comprehension, teachers follow class-based, medium term planning for reading, where texts are mapped out to enhance the children's learning of other curriculum areas. Lessons follow a structure which is supportive to pupils and allows them to feel prepared for what they are about to read:

Flashback: To encourage pupils to summarise, they are tasked with summarising an event that they have read previously.

Vocabulary: Children will be introduced to 4-5 words in the next passage of text they read from class novel. Children to be told (I DO) meaning of words and may be asked which other synonyms could be used instead of shared word. Teacher shall then use word in a sentence to show meaning. Children in groups attempt to verbally share their own sentences containing words and predict the context of where this vocabulary may appear.

Reading: Whole class read. Children to sit at desk or in a circle each having their own copy of class novel. Children should have a reading partner, with partner A

being a weaker reader and partner B being a stronger reader. An emphasis on partner A also being a pupil premium child will also allow for those pupils to have more opportunities to read first.

The novel is read in different ways to allow for teaching modelling as well as children reading in peer partnerships:

- Teacher reads to the class, pupils to follow. Teacher can demonstrate to children how to read with emphasis, inflection, tone and also pronunciation of tricky language.
- Partner A reads to Partner B. An opportunity for weaker readers to practice reading aloud, with Partner B supporting the reading and understanding of words.
- Partner B reads to Partner A. An opportunity for stronger readers to model how they can read with emphasis, inflection, tone and also pronunciation of tricky language.

Pupils should not be tasked with reading more than a paragraph or 2 independently. During this time, teachers and support staff can monitor individuals for assessment of reading fluency.

During this time, teachers plan in opportunities for:

- Hot seating
- Whole group discussions
- Thought bubbles.
- Character inference
- Setting inference
- Comprehension writing questions in guided reading books. (linked to National Curriculum reading domains). Literacy Shed to support questions for teachers.
- Low stakes quizzing used through teacher led, Kahoot to assess children's knowledge.

Non-Fiction Texts: As part of their writing units, pupils read and explore a different non-fiction text-type each half term. Pupils also explore non-fiction texts linked to their topic in reading sessions once per week.

Hands Up

Asking children to respond to 'hands up' is a common part of schools' teaching but it can cut down opportunities for learning and talk.

Schools should consider the drawbacks of a 'hands up' approach to children answering questions. Those from families who are accustomed to talking already have the confidence and oral skills to grasp opportunities to speak, and will engage themselves readily in questions and answers. Other children, however, might hold back from responding, including shy ones, those who are new to learning English and those whose oral skills are less well developed. As a result, the language gap widens further.

Reading framework 2023

Teachers will begin to transition away from "hands up" using the "Chris Moyes approach".

"I am going to give you all thinking time to answer my question before asking one of you your thoughts."

Sentence stems can be used, and children can be encouraged to phone a friend if they are unsure. They can also ask other children if they agree, disagree or to build upon their answer.

"I would like to phone a friend. Colin what do you think?"

"Colin, can you build upon my answer?"

Chris Moyes training to staff 00/00/0000

APPENDIX

Oracy Stems

[au-t2-e-2548662-conversation-stems-display-posters-english.pdf \(twinkl.co.uk\)](#)

[t2-e-5137-giving-your-opinion-vocabulary-display-posters-.pdf \(twinkl.co.uk\)](#)

- ***Modules at bottom resources videos listed voice 21 website***