



Curriculum Intent:

Rationale: Reading is a central skill to students being able to communicate, develop self-help skills and independence. Being able to read opens up access for a range of daily life activities, from reading menus, traffic signs or reading for pleasure. Students are assessed and given a clear reading strategy upon which they follow to best meet their learning needs. Understanding and comprehension is supported in all key stages to help students make sense of situations they may encounter in the outside world. Lastly, reading for pleasure is developed through enriching, multi-sensory activities that give students a leisure activity in which they can enjoy for life.

Communication

Independence

Self help

Complex

Reading for understanding
To understand Who, What, What Doing and Where questions.

Reading Skills
To select or explore familiar texts without prompting or subsequent reward.

Reading for enjoyment
To listen and attend during story time or exploring a selection of texts.

Less complex

Reading for understanding
To answer How, Why and express likes and dislikes for different text types.

Reading Skills
To know my and follow a reading strategy e.g, phonics or whole word reading.

Reading for enjoyment
To select familiar or favoured stories to read independently

Most able

Reading for understanding
To discuss likes and dislikes as part of a group conversation, relating to own experiences or giving meaning/arguments for viewpoints and reasons.

Reading Skills
To read appropriate texts independently, employing my reading strategy and comprehension skills

Reading for enjoyment
To explore a wider range of texts. To share favoured texts with others.

At Highshore we are all **equal**. We are **fair**, we are **kind** and we treat others as we want to be treated. Our values underpin our approach to all learners and all curriculum areas. That way, we ensure that everyone is able to access, progress and input into the enriching and progressive experiences our curriculum has to offer.

Curriculum Overview (Implementation)

Our most able learners finish their curriculum journey by entering, where appropriate, a range of exams and qualifications. Students also continue working on comprehension skills to a higher level in order to support their independence in college or work once they leave. Their last year, in addition to exam/accreditation prep also includes understanding/awareness of different texts to support their journey to adulthood.



KS5

KS4

KS3

Y12: Autumn

Theme: Hopes and Dreams

Skills: RWI/ Highshore Sight Words/AAC

LC/NC: NC Y3

Understanding:

Complex: Highshore Step6/ ELG

LC/NC: NC Y3

Y12: Spring

Theme: That's not fair

Skills: RWI/ Highshore Sight Words/AAC

LC/NC: NC Y3

Understanding:

Complex: Highshore Step6/ ELG

LC/NC: NC Y3

Y12: Summer

Theme: In the City

Skills: RWI/ Highshore Sight Words/AAC

LC/NC: NC Y3

Understanding:

Complex: Highshore Step6/ ELG

LC/NC: NC Y3

Y13: Autumn

Theme: Hopes and Dreams

Skills: RWI/ Highshore Sight Words/AAC

LC/NC: NC Y3

Understanding:

Complex: Highshore Step6/ ELG

LC/NC: NC Y3

Y13: Spring

Theme: That's not fair

Skills: RWI/ Highshore Sight Words/AAC

LC/NC: NC Y3

Understanding:

Complex: Highshore Step6/ ELG

LC/NC: NC Y3

Y13: Summer

Theme: In the City

Skills: RWI/ Highshore Sight Words/AAC

LC/NC: NC Y3

Understanding:

Complex: Highshore Step6/ ELG

LC/NC: NC Y3

Y14: Autumn

Theme: Hopes and Dreams

Skills: RWI/ Highshore Sight Words/AAC

LC/NC: NC Y3

Understanding:

Complex: Highshore Step6/ ELG

LC/NC: NC Y3

Y14: Spring

Theme: That's not fair

Skills: RWI/ Highshore Sight Words/AAC

LC/NC: NC Y3

Understanding:

Complex: Highshore Step6/ ELG

LC/NC: NC Y3

Y14: Summer

Theme: In the City

Skills: RWI/ Highshore Sight Words/AAC

LC/NC: NC Y3

Understanding:

Complex: Highshore Step6/ ELG

LC/NC: NC Y3



KS5
KS4
KS3

Curriculum Overview (Implementation)

In KS4, our most complex learners continue their curriculum journey by learning new comprehension skills such as sequencing, prediction and recognising and understanding key features. All young people who are unable to read will have follow a structured and sequenced reading strategy. Every student in the school will also have access to books either in the classroom or the library.



Y10: Autumn

Theme: Me, myself and I

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: NC Y2

Understanding:

Complex: Highshore Step 5/ ELG
LC/NC: NC Y2

Y10: Spring

Theme: Best friends

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: NC Y2

Understanding:

Complex: Highshore Step 5/ ELG
LC/NC: NC Y2

Y10: Summer

Theme: Going on a journey

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: NC Y2

Understanding:

Complex: Highshore Step 5/ ELG
LC/NC: NC Y2

Y11: Autumn

Theme: Me, myself and I

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: NC Y2

Understanding:

Complex: Highshore Step 5/ ELG
LC/NC: NC Y2

Y11: Spring

Theme: Best friends

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: NC Y2

Understanding:

Complex: Highshore Step 5/ ELG
LC/NC: NC Y2

Y14: Summer

Theme: Going on a journey

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: NC Y2

Understanding:

Complex: Highshore Step 5/ ELG
LC/NC: NC Y2



KS5
KS4
KS3

Curriculum Overview (Implementation)

In KS3, our most able learners begin their curriculum journey by focusing on Early Reading skills, they then move onto adapted NC outcomes for comprehension. All young people who are unable to read fluently will have follow a structured and sequenced reading strategy. Every student in the school will also have access to books either in the classroom or the library, with a different set of skills focused on each term. These students progress at a faster pace and outcomes taken from the NC are matched accordingly.



Y7: Autumn
Theme: Back to school

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: ELG/ NC Y1

Understanding:
Complex: Highshore Step 4
LC/NC: ELG/NC Y1

Y7: Spring
Theme: Once upon a time...

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: ELG/ NC Y1

Understanding:
Complex: Highshore Step 4
LC/NC: ELG/NC Y1

Y7: Summer
Theme: Our Planet

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: ELG/ NC Y1

Understanding:
Complex: Highshore Step 4
LC/NC: ELG/NC Y1

Y8: Autumn
Theme: My background

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: ELG/ NC Y1

Understanding:
Complex: Highshore Step 4
LC/NC: ELG/NC Y1

Y8: Spring
Theme: Once upon a time...

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: ELG/ NC Y1

Understanding:
Complex: Highshore Step 4
LC/NC: ELG/NC Y1

Y8: Summer
Theme: Our Planet

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: ELG/ NC Y1

Understanding:
Complex: Highshore Step 4
LC/NC: ELG/NC Y1

Y9: Autumn
Theme: My background

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: ELG/ NC Y1

Understanding:
Complex: Highshore Step 4
LC/NC: ELG/NC Y1

Y9: Spring
Theme: Once upon a time...

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: ELG/ NC Y1

Understanding:
Complex: Highshore Step 4
LC/NC: ELG/NC Y1

Y9: Summer
Theme: Our Planet

Skills: RWI/ Highshore Sight Words/AAC
LC/NC: ELG/ NC Y1

Understanding:
Complex: Highshore Step 4
LC/NC: ELG/NC Y1

Highshore

Baseline assessments

Revisiting of skills

End points

	KS3	KS4	KS5
Complex	Highshore Step 4 (Cognition and Learning Strand)	Highshore Step 5 (Cognition and Learning Strand) ELG (Step 1,2)	Highshore Step 6 (Cognition and Learning Strand) ELG (Step 3 and 6)
Less Complex/ More Able	ELG and Year 1 National Curriculum	Year 2 National Curriculum Entry 1 for appropriate students	Year 3 National Curriculum Entry 1 and 2 for appropriate students
All	All students will have been taught a reading strategy, best suited to meet their needs. For the majority of students, this will be a phonics based approach, through deliver of the RWI program. Some students may have an alternative approach, which will be decided upon with the Literacy lead and SaLTs if and where appropriate. All students will learn the Highshore Sight Words, progressing along each Key Stage.		

Key Stage		Starting point/ Baselines	Reading By the end of Key Stage 3, students will:	Check -ins / Revisiting of skills
3	Complex:	Highshore steps (Cognition and Learning)	<p>Highshore Steps (Cognition and Learning) Step 4 Early Reading:</p> <p>I can DESCRIBE who, what, where I can answer HOW questions I can answer WHY questions I can sequence a BEFORE NOW AFTER sequence I can sequence the BEGINNING MIDDLE and END Of a story/text</p>	<p>Outcomes throughout KS3 are revisited within each term. For example, if a student learns how to answer a WHY question as part as their outcomes it will be revisited as part of their scheme each following term.</p> <p>This will also be labelled in our bespoke schemes of work in the pre-requisite section.</p>
	Less Complex: More able:	ELG NC Y1	<p>ELG Comprehension:</p> <p>Step 1: Demonstrate understanding of what has been read to them, retelling stories Step 2: Anticipate, where appropriate, key events in stories Step 3: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play</p> <p>ELG Word Reading:</p> <p>Step 4: Say a sound for each letter in the alphabet and at least 10 diagraphs (e.g, ch, sh, th) Step 5: Read words consistent with their phonic knowledge by sound blending Step 6: Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</p>	

Year 1 Word Reading

Step 1: Apply phonics knowledge to blend and read words speedily and accurately.

Year 1 Comprehension

Step 2: Develop pleasure in reading, motivation to read, vocabulary and understanding

Step 3: Understand both the books they can already read accurately and fluently

Step 4: Participating in discussion about what is read to them, taking turns and listening to what others say

Step 5: Explain clearly their understanding of what is read to them

All students:

RWI
Phonics
Highshore
Sight words

Incorporating all Reading Strategies and paths:

Secured a reading strategy (inc. dual approach where appropriate).

Key Stage		Starting point/ Baselines	Reading End points	Check -ins / Revisiting of skills
4	Complex:	Highshore steps (Cognition and Learning) /ELG	<p>Highshore Steps (Cognition and Learning) Step 5 Early Reading:</p> <p>I can sequence a story, text or event with multiple events in each section e.g, here are 6 pictures, sequence into beginning middle and end I can predict what will happen NEXT based on a picture/stimulus/text I can predict what had happened BEFORE based on a picture/stimulus/text</p> <p>ELG Comprehension:</p> <p>Step 1: Demonstrate understanding of what has been read to them, retelling Step 2: Anticipate, where appropriate, key events in stories</p>	Outcomes throughout KS4 are revisited within each term. For example, if a student learns how to answer a WHY question as part as their outcomes it will be revisited as part of their scheme each following term.
	Less Complex: More able:	ELG NC Y2	<p style="text-align: center;">Year 2 Word Reading</p> <p>Step 1: Continue to apply phonic knowledge and skills as a route to decode words until decoding embedded and fluent.</p> <p style="text-align: center;">Year 2 Comprehension</p> <p>Step 2: Develop pleasure in reading, motivation to read, vocabulary and understanding. Step 3: Understand both the books they can already read accurately and fluently and those that they listen to by recalling, making inferences, answering/asking questions, check for errors and make predictions.</p>	This will also be labelled in our bespoke schemes of work in the pre-requisite section.

			<p>Step 4: Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns to listen to what others say.</p> <p>Step 5: Explain and discuss their understanding of books, poems and other material, both those that listen to and those that read for themselves.</p>	
	All students:	RWI Phonics Highshore Sight words	<p>Incorporating all Reading Strategies and paths:</p> <p>Secured a reading strategy (inc. dual approach where appropriate).</p>	

Key Stage		Starting point/ Baselines	Reading End points	Check -ins / Revisiting of skills
5	Complex:	Highshore steps/ ELG	<p>Highshore Steps (Cognition and Learning) Step 6 Early Reading:</p> <p>I can share my favourite part of the story and why I can say why I liked or disliked certain parts of the story I can tell what happens in sequence I can tell who are the characters in the story I can find the title of a book</p> <p>ELG Comprehension:</p> <p>Step 3: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play</p>	Outcomes throughout KS5 are revisited within each term. For example, if a student learns how to answer a WHY question as part as their outcomes it will be revisited as part of their scheme each following term.
	Less Complex: More able:	NC Y3	<p style="text-align: center;">Year 3 Word Reading</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (refer to English appendix 1) Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p style="text-align: center;">Year 3 Comprehension</p> <p>Develop positive attitudes to reading, and an understanding of what they have read through:</p> <ul style="list-style-type: none"> - listening and discussing a range of text types and books for a range of purposes - Use dictionaries to check the meaning of words they have read 	This will also be labelled in our bespoke schemes of work in the pre-requisite section.

			<ul style="list-style-type: none"> - Increasing their familiarity with a wide range of books and retelling orally - Identify themes and conventions in wide range of texts - Discussing words and phrases that capture reader interest and imagination <p>Understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none"> - Checking the text makes sense, discussing understanding and explaining meaning of words in context - Asking questions to improve understanding of text - Draw inferences such as inferring characters' feelings, thoughts and motives from actions and justifying with evidence - Predict what might happen from details stated and implied - Identify main ideas drawn from more than 1 paragraph and summarising these - Identify how language, structure and presentation contribute to meaning <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	
	<p>All students:</p> <p>RWI Phonics Highshore Sight words</p>		<p>Incorporating all Reading Strategies and paths:</p> <p>Secured a reading strategy (inc. dual approach where appropriate).</p> <p>Exams</p> <p><i>In Entry 1:</i></p> <ul style="list-style-type: none"> • Identity and interpret information and ideas. Select evidence from different texts. (AO1) READING • Explain and comment on writers' use of language and structure (AO2) READING • Compare different ideas (AO3) SPEAKING AND LISTENING 	

			<ul style="list-style-type: none">• Evaluate texts and support with relevant textual reference. (AO4) READING• Demonstrate presentation skills (AO7) SPEAKING AND LISTENING• Listen and respond appropriately to spoken language, including to questions. (AO8) SPEAKING AND LISTENING• Use spoken Standard English effectively to communicate (AO9) SPEAKING AND LISTENING <p><i>In Entry 2:</i></p> <ul style="list-style-type: none">• Identify and interpret information and ideas. Select evidence from different texts (AO1) READING• Explain and comment on writers' use of language and structure. (AO2) READING• Compare different ideas. (AO3) SPEAKING AND LISTENING• Evaluate texts and support with relevant textual reference (AO4) READING• Demonstrate presentation skills (AO7) SPEAKING AND LISTENING• Listen and respond appropriately to spoken language, including to questions (AO8) SPEAKING AND LISTENING• Use spoken Standard English effectively to communicate. (AO9) SPEAKING AND LISTENING	
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