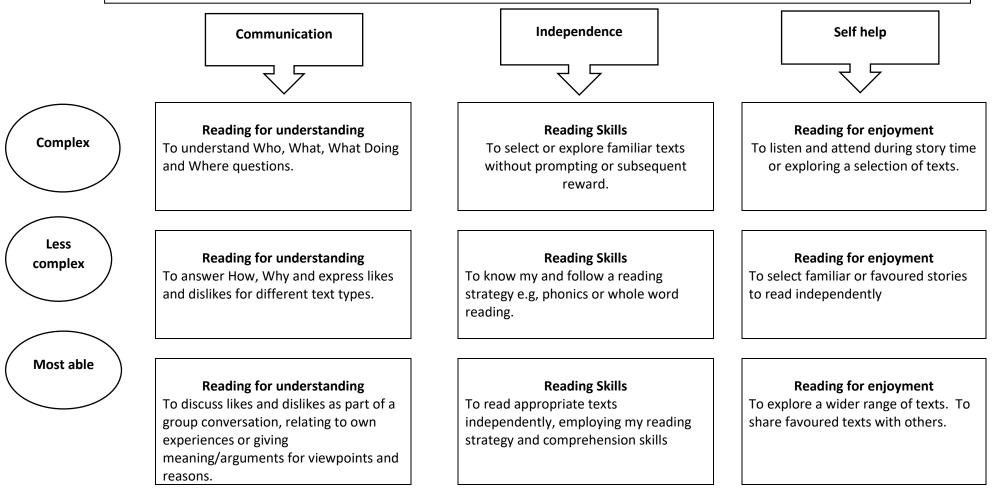
Curriculum Intent:



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.



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

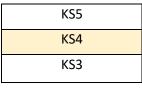
KS4

KS3





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.





Curriculum Overview (Implementation)

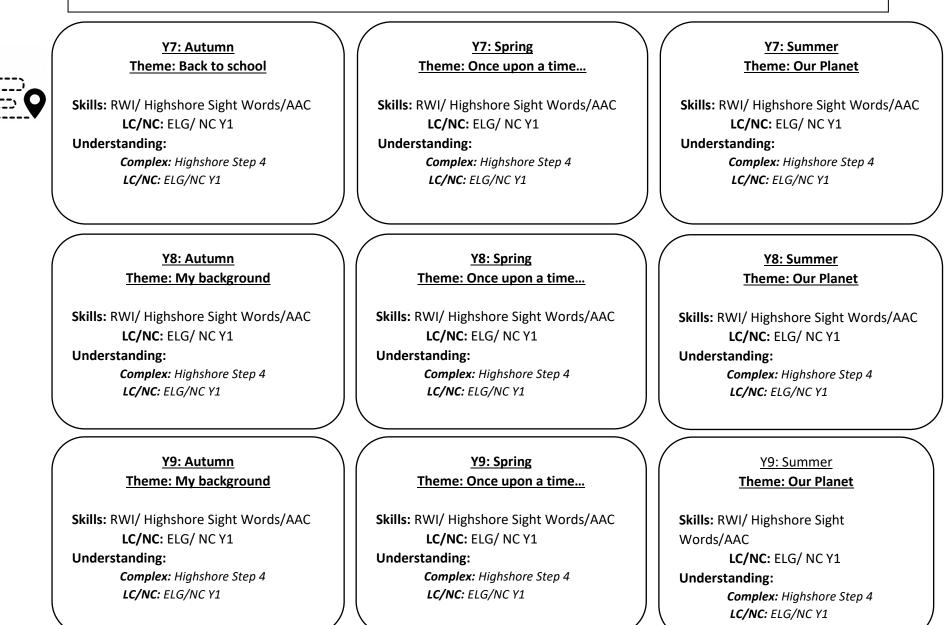
KS5

KS4

KS3

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.





<u>Highshore</u>

Baseline assessments

Revisiting of skills

End points

	KS3	KS4	KS5
Complex	Highshore Step 4 (Cognition and	HIghshore Step 5 (Cognition and Learning	Highshore Step 6 (Cognition and
	Learning Strand)	Strand)	Learning Strand)
		ELG (Step 1,2)	ELG (Step 3 and 6)
Less Complex/ More	ELG and Year 1 National Curriculum	Year 2 National Curriculum	Year 3 National Curriculum
Able			
		Entry 1 for appropriate students	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.		

K	ey Stage	Starting point/ Baselines	Reading By the end of Key Stage 3, students will:	Check -ins / Revisiting of skills
3	3 Complex:	Highshore steps (Cognition and Learning)	Highshore Steps (Cognition and Learning) Step 4 Early Reading: 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	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
	Less Complex:	ELG NC Y1	ELG Comprehension:	revisited as part of their scheme each following term.
	More able:		 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 	This will also be labelled in our bespoke schemes of work in the pre- requisite section.
			ELG Word Reading:	
			 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. 	

		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 stuc	dents: Highshore	Incorporating all Reading Strategies and paths:	
	Sight words	Secured a reading strategy (inc. dual approach where appropriate).	

Key		Starting	Reading End points	Check -ins /
Stage		point/		Revisiting of skills
		Baselines		
4	Complex:	•		
		steps	Highshore Steps (Cognition and Learning) Step 5 Early Reading:	Outcomes
		(Cognition	Loop converse a start to the construction of a start of the second start of the	throughout KS4 are
		and	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	revisited within each term. For
		Learning) /ELG	I can predict what will happen NEXT based on a picture/stimulus/text	example, if a
		/220	I can predict what had happened BEFORE based on a picture/stimulus/text	student learns how
				to answer a WHY
			ELG Comprehension:	question as part as
				their outcomes it
			Step 1: Demonstrate understanding of what has been read to them, retelling	will be revisited as
			Step 2: Anticipate, where appropriate, key events in stories	part of their
				scheme each
	Less	ELG		following term.
	Complex:	NC Y2	Year 2 Word Reading	This will also be
	More		Tear 2 Word Neading	labelled in our
	able:		Step 1: Continue to apply phonic knowledge and skills as a route to decode words	bespoke schemes
			until decoding embedded and fluent.	of work in the pre-
				requisite section.
			Year 2 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	
			and those that they listen to by recalling, making inferences, answering/asking	
			questions, check for errors and make predictions.	

		 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. Step 5: Explain and discuss their understanding of books, poems and other material, both those that listen to and those that read for themselves. 	
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/	Reading End points	Check -ins / Revisiting of skills
5	Complex:	Baselines Highshore		Outcomes
_		steps/ ELG	Highshore Steps (Cognition and Learning) Step 6 Early Reading:	throughout KS5 are
				revisited within
			I can share my favourite part of the story and why	each term. For
			I can say why I liked or disliked certain parts of the story	example, if a
			I can tell what happens in sequence	student learns how
			I can tell who are the characters in the story	to answer a WHY
			I can find the title of a book	question as part as
				their outcomes it
			ELG Comprehension:	will be revisited as
			Otom 2. Lie and we denote a director the introduce due to be done during director in a	part of their
			Step 3: Use and understand recently introduced vocabulary during discussions	scheme each
			about stories, non-fiction, rhymes and poems during role play	following term.
	Less	NC Y3	Year 3 Word Reading	This will also be labelled in our
	Complex: More	INC Y3	Apply their growing knowledge of root words, prefixes and suffixes (refer to English	bespoke schemes
	able:		appendix 1)	of work in the pre-
			Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	requisite section.
			Year 3 Comprehension	
			Develop positive attitudes to reading, and an understanding of what they have read through:	
			 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	

		 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 Understand what they read, in books they can read independently by: 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 	
		read for themselves, taking turns and listening to what others say	
All students	RWI Phonics Highshore Sight words	Incorporating all Reading Strategies and paths: Secured a reading strategy (inc. dual approach where appropriate).	
		Exams	
		In Entry 1:	
		 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 	

 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 <i>In Entry 2:</i> 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 Evaluate texts and support with relevant textual reference (AO4) READING 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