



Nishkam Reading Knowledge and Skills

Reading

Curriculum Intent

The curriculum has been designed to empower children with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support pupils to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

Our pupils explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support pupils to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our pupils, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable pupils to understand their choices in order to help lead better lives. Our pupils become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Pupils learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our pupils and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Pupils gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three Golden Threads that are unique to our ethos and virtues:

1 , Love and forgiveness vs. Enmity and Hate

2 , Peace and Collaboration vs. Conflict and War

3 , Trust in God



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Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

English:

A key aim for our students is effective communication of ideas and emotions through reading, writing, speaking and listening. Through reading across the curriculum, students develop culturally, emotionally, socially and spiritually. We aim to increase pupils' fluency and confidence with reading by exposing them to a rich diet of texts.

We have carefully selected texts which are closely linked to our curriculum aims. The 'golden threads' of peace, forgiveness, love and faith in the Divine run throughout the literature chosen. The texts stimulate discussion on important moral, cultural and global themes and provide opportunities for debate, reasoning, critical thinking and problem solving. Through the teaching of the texts, pupils gain a better understanding of their responsibilities to the global family and what is required to lead a highly ethical life.

Reading - Progression of Skills



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EYFS	Communication & Language		Literacy			Understanding the World		Expressive Arts and Design
	Listening, Attention and Understanding	Speaking	Comprehension	Word Reading	Writing	Past & Present	People, Culture & communities	Being Imaginative and Expressive
	<p>Listen attentively and respond to what they hear with relevant questions comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Invent, adapt, and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music</p>



Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1a: draw on knowledge of vocabulary to understand texts</p> <p>and</p> <p>2a: give/ explain the meaning of words in context</p>	<p>Match graphemes for all phonemes.</p> <p>Read accurately by blending sounds.</p> <p>Read words with very common suffixes.</p> <p>Read phonics books aloud.</p> <p>Begin to appreciate rhymes and poems.</p> <p>Beginning to check that the text makes sense to them as they read by correcting inaccurate reading.</p>	<p>Develop phonics until decoding is secure via segmenting and blending.</p> <p>Read accurately by blending sound, especially alternative sounds of graphemes.</p> <p>Read and reread phonics appropriate books.</p> <p>Read common 'exception' words from KSI.</p> <p>Read common suffixes.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>Use knowledge to read 'exception' words.</p> <p>Begin to use dictionaries to check meaning.</p> <p>Check own understanding of reading and being to explain the meanings of words in context.</p> <p>Begin to identify themes in a wide range of books including fairy tales, myths and legends and retelling some of these orally.</p>	<p>Confidently use a dictionary to check the meaning of a word.</p> <p>Confidently check that the text makes sense, discussing their understanding and using new words in context.</p> <p>Use knowledge to read 'exception' words across LKS2 and decode unfamiliar words fluently.</p> <p>Continue to identify themes in a wide range of books including fairy tales, myths and legends and retelling some of these orally.</p>	<p>Begin to apply knowledge of morphology and etymology when reading new words.</p> <p>Increase their familiarity with a wide range of books across all covered genres.</p> <p>Confidently identify and discuss themes and conventions in and across a wide range of books.</p>	<p>Confidently apply knowledge of morphology and etymology when reading new words.</p> <p>Reliably check that the books make sense to them, discussing their understanding and exploring in depth the meaning of words in context.</p>



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		<p>Continue to build a repertoire of poems learnt by heart.</p> <p>Confidently check that the text makes sense to them as they read by correcting inaccurate reading.</p>				
<p>1b: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>and</p> <p>2b: retrieve and record information / identify key details from fiction and non-fiction</p>	<p>Link reading to own experiences verbally.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can do independently.</p>	<p>Listen to, discuss and express views about fiction, nonfiction and poetry (including classic and contemporary) and stories at a level beyond that which they can do independently.</p> <p>Explain and discuss their understanding of books, poems and other material.</p>	<p>Check that the text makes sense, discussing their understanding and begin to explain the meaning of words in context.</p> <p>Begin to ask questions to improve their understanding of a text.</p>	<p>Read for a range of purposes.</p> <p>Retell some stories orally.</p> <p>Identify themes and conventions.</p>	<p>Reading a broad range of genres and texts.</p> <p>Identify and discuss simple themes.</p> <p>Learn poetry by heart.</p> <p>Retrieve and present information from non-</p>	<p>Read a broad range of genres and texts and contribute confidently to discussions regarding them.</p> <p>Confidently recommend books to their peers, giving clear reasons for their choices.</p>



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	<p>Begin to retell familiar stories.</p> <p>Discuss significance of title and event.</p> <p>Learn to appreciate rhymes and poems and recite some by heart.</p> <p>Begin to check that the text makes sense to them as they read.</p>	<p>Become familiar with and retell stories.</p> <p>Ask and answer questions.</p> <p>Continuing to build up a repertoire of poems learnt by heart.</p> <p>Recognise simple recurring literary language in stories and poems.</p> <p>Answer simple retrieval questions based on a range of fiction and non-fiction texts.</p>	<p>Continue to retrieve and record information from fiction and non-fiction.</p> <p>Recognise some different forms of poetry (e.g. free verse and narrative poetry), reading and re-reading these for presentation and performance.</p> <p>Prepare poems and plays to perform.</p>	<p>Confidently retrieve and record information and begin to make links to prior knowledge.</p> <p>Continue to ask questions to improve their understanding of a text.</p> <p>Recognise a variety of forms of poetry.</p>	<p>fiction texts Formal presentation and debates.</p> <p>Begin to recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Checking that their book makes sense to them, discussing their understanding and exploring the meanings of words in context.</p> <p>Begin to distinguish between statements of fact and opinion.</p>	<p>Continue to retrieve and present information from non-fiction texts Formal presentation and debates.</p> <p>Confidently to distinguish between statements of fact and opinion.</p>
<p>Ic: identify and explain the sequence of events in texts</p> <p>and</p>	<p>Retelling familiar stories in the correct sequence.</p>	<p>Discuss the sequence of events in books and how information is related.</p>	<p>Begin to identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Confidently identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Increase their familiarity with a wide range of fiction, poetry, plays, non-fiction and reference books.</p>	<p>Expand the familiarity of books to include myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books form</p>



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<p>2c: summarise main ideas from more than one paragraph</p>		<p>Being introduced to non-fiction books that are structured in different ways.</p>	<p>Check that the text makes sense, discussing their understanding.</p>	<p>Confidently check that the text makes sense, discussing their understanding.</p>	<p>Begin to recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas.</p>	<p>other cultures and traditions.</p> <p>Continue to summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas.</p>
<p>1d: make inferences from the text</p> <p>and</p> <p>2d: make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Be encouraged to link what they have read or heard read to their own experiences.</p> <p>Begin to draw on what they already know or on background knowledge as well as vocabulary provided by the teacher.</p>	<p>Appreciate poems and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Continue to draw on what they already know or on background knowledge as well as vocabulary provided by the teacher.</p> <p>Confidently make inferences about</p>	<p>Begin to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p> <p>Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying.</p>	<p>Continue to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p> <p>Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying begin to use some evidence from the text.</p>	<p>Confidently identify and discuss themes and conventions in and across a wide range of books.</p> <p>Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying confidently evidence from the text.</p>	<p>Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying confidently evidence from the text. Begin to articulate further explanation.</p>



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	Begin to make simple inferences about e.g. feelings.	thoughts, feelings and speech. Where confident, begin to justify.				
1e: predict what might happen on the basis of what has been read so far and 2e: predict what might happen from details stated and implied	Join in with predictable phrases. Begin to draw on what they already know or on background knowledge as well as vocabulary provided by the teacher. Make predictions based on images.	Participate in discussion about books, poems and other works that are read to them and those that they are read for themselves, taking turns and listening to what other say. Make predictions base on what has been read.	Make predictions predications based on what has been read and begin to justify.	Make plausible predication based on what they've read and justify. Begin to use evidence to support prediction.	Confidently make predictions based on what has been read, using evidence and comparing familiar books and themes as justification.	Confidently make predictions based on what has been read, using evidence and comparing familiar books and themes as justification as well as background/prior knowledge.
2f: identify / explain how information / narrative content is related and contributes to meaning as a whole			Ask questions to improve their understanding of the text. Begin to discuss comparisons between	Continue to ask questions to improve their understanding of the text. Continue to discuss comparisons between	Confidently read books that are structured in different ways and reading for a range of purposes.	Confidently recommend books to their peers, giving clear reasons for their choices and linking their knowledge to books that they've previously read.



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			books that they've read or heard read.	books that they've read or heard read.	Confidently discuss and record comparisons between books that they've read or heard read.	
2g: identify / explain how meaning is enhanced through choice of words and phrases			<p>Begin to discuss words and phrases that capture the reader's interest.</p> <p>Begin to identify how language, structure and presentation contribute to meaning.</p>	<p>Confidently discuss words or phrases that the author has used to capture the reader's interest and imagination.</p> <p>Continue to identify how language, structure and presentation contribute to meaning.</p>	<p>Increase their familiarity with a wide range of books across all covered genres allowing them to gain a greater insight into author's choice and technique.</p> <p>Confidently identify how language, structure and presentation contribute to meaning.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Provide reasoned justification for their views.</p>
2h: make comparisons within the text			Begin to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.	Continue to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.	Confidently identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.	Confidently identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally. Support with reasoned



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					<p>Confidently identify and discuss themes and conventions in and across a wide range of books.</p> <p>Begin to distinguish between statements of fact and opinion.</p>	<p>justifications and evidence.</p> <p>Confidently distinguish between facts and opinions.</p>
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