



Reading Curriculum Policy 2022

Intent, Implementation, Impact

Intent

At the Rosary reading lies at the very heart of our curriculum and we are dedicated to enabling our pupils to become lifelong readers as we believe reading is key for success in their future! Roald Dahl believed “If you are going to get anywhere in life you have to read a lot of books.”

Importance of Reading at the Rosary

We value the importance of reading and provide opportunities for children to learn the vital skills required to become proficient readers but also encourage them to want to read for pleasure. We believe reading is vital for children to enable them to learn new things including developing knowledge about the world, stimulate their imagination and can be highly beneficial for their own mental health.

We want all the children at our school to experience rich vocabulary, gain extensive knowledge about how stories can be told and to develop a love of reading as they move through the school.

Implementation

EYFS:

The children’s reading adventure starts in reception class with daily phonics lessons based on the Read, Write Inc Phonics scheme where the children hear and join in with stories, poems and rhymes and learn new phoneme sounds which help them read whole words with segmenting and blending technique. Furthermore, they will begin their guided reading sessions which are short lessons where a small group of children will practise their reading out loud as well as comprehension with the class teacher in fellow class members within their group.

Reception class also have a spacious reading corner where the children can pick up a book and read quietly for pleasure during their free play time. The book corner includes a wide range of fiction and non-fiction texts as well as fun picture books.

KS1 (Year 1 and 2):

Moving on from EYFs the children in KS1 carry on with daily phonics every morning learning new sounds and practising existing ones and working on their segmenting and blending skills to help them read whole words fluently using the Read, Write Inc phonics scheme.

Similar to EYFs the children have grouped guided reading sessions every week where they are able to apply their phonic skills to help them read extracts from a book out loud in a small group but also have the opportunity to develop their understanding of what they have read through questioning and discussions in these small group sessions. The texts used in these guided reading sessions range from short stories, extracts from stories, picture books, information texts and poems.

Read, Write Inc Phonics

We use the systematic Read Write Inc program for our phonics teaching. Sessions run for 30 minutes a day in small groups where children are taught to recognise sounds, read decodable green words, red tricky words and alien words. They then practise spelling these words and writing them down. Children are taught to apply their phonics skills and improve fluency through the Read, Write Inc story books in used during these sessions.

All staff receive training and regular updates and development days to ensure continuity and increase staff confidence in delivering these sessions.

Children's progress in phonics is closely tracked and children are regularly assessed and regrouped as appropriate. The Reading leader tracks progress and identifies children who require 1:1 intervention which is then implemented in order for children to catch up.

KS2 (Year 3 to 6):

As the children reach KS2, guided reading sessions continue in the same way but with a range of vocabulary rich and thought-provoking text to help expand their reading experiences. Texts are chosen carefully to help introduce a range of authors and genres including a mixture of classic and modern style texts. The structure of these sessions can vary and will include the teacher reading, pupils reading out loud or reading to themselves. Within these sessions a lot of discussions happen including word meanings, making predictions as well as summarising what has happened so far in the story. During our guided reading lessons, the children also learn how to answer a range of questions focusing on retrieval, prediction and inference skills.

In every class we also encourage the class teacher to read a class book/novel most days demonstrating how to read fluently, with expression and how to correctly use punctuation when reading to help encourage children to want to read for pleasure and not just as part of a lesson in school! Every class also has a designated reading corner space to allow the children access to a wide range of fiction and non-fiction texts.

Outside of school:

Outside of the school environment we encourage the children to read at home every day with 4x a week being the minimum as part of our homework policy. We also celebrate world book day every year and through out the year we do an 'Extreme Reader' challenge where during school holidays the children need to read in a peculiar place to show you can almost read anywhere as well as 'Drop Everything and Read' sessions throughout the school year.

Impact

By the time the children leave our school, they are competent readers who can recommend books to their peers, have a keen interest for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Furthermore, they can read books to enhance their knowledge and understand of all subjects on the curriculum and communicate their research to a wider audience. Most importantly, most children will leave our school with a love for reading and understand the huge benefits it can have on our own mental well-being. As Richard Steele said "Reading is to the mind what exercise is to the body".