



Roseberry Primary and Nursery School



Curriculum statement for Early Reading

Intent	Implementation	Impact
<p>At Roseberry Primary and Nursery School we value reading as a crucial life skill and therefore, reading is at the heart of our curriculum. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.</p> <p>We aim to provide all children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will help them to:</p> <ul style="list-style-type: none"> • Gain a life-long enjoyment of reading and books. • Read accurately, fluently and with understanding. • Apply knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed. • Be able to read with expression, clarity and confidence. • Develop a good linguistic knowledge of vocabulary and grammar. • Read and respond to a wide range of different types of texts. • Develop a level of emotional intelligence and empathy. • Read fluently, and with confidence, in any subject in the curriculum. <p>We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.</p>	<p>Through the delivery of our reading curriculum we ensure a consistent and robust teaching and learning of early reading and phonics in EYFS and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum.</p> <p>We follow the Little Wandle Letter and Sounds Revised systematic and synthetic phonics programme which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.</p> <p>To ensure consistency Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.</p> <p>Foundations for Phonics</p> <p>We begin with developing the foundations for phonics in Nursery by providing a balance of child-led and adult-led experiences for all children to meet the curriculum expectations for 'Communication and Language' and 'Literacy'. We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences and blending in reception by:</p> <ul style="list-style-type: none"> • sharing of high-quality stories and poems • learning a range of nursery rhymes and action rhymes • activities that develop focused listening and attention, including oral blending • attention to high quality language. <p>Early reading and phonics in Reception and Year 1</p> <p>Phonics is taught daily in Reception and Year 1. Each Friday, we review the week's teaching to help children become fluent readers.</p>	<p>All pupils will be able to read with accuracy, speed, confidence, fluency and understanding, ready to access the secondary school curriculum. All pupils will make at least good progress from their starting points. Pupils will develop a life-long enjoyment of reading and books.</p> <p>Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <p>Assessment for learning is used:</p> <ul style="list-style-type: none"> • daily within class to identify children needing Keep-up support • weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings. <p>Summative assessment is used:</p> <ul style="list-style-type: none"> • every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need. • by SLT and scrutinised through the <i>Little Wandle Letters and Sounds Revised</i> assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We teach children to read through reading practice sessions three times a week. We use books matched to the children's secure phonic knowledge. Reading sessions are delivered by full trained adults and carried out in small groups. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- Additional reading support is provided for vulnerable children through daily 1:1 reading with an adult.

Home reading

Children are encouraged to read at home at least three times a week.

- Books matched to the children's secure phonic knowledge are sent home each week.
- Reading for pleasure books also go home for parents to share and read to their children.

Reading for pleasure

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Roseberry Primary and Nursery School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- Children from year 1-year 6 are encouraged to read for 15 minutes three times a week. Children who read three times a week are entered into a prize draw and have the chance to win a free book from the 'Roseberry Reading Shelf'.
- Each class visits the school library once a week and children are encouraged to take library books home to share with their families.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).