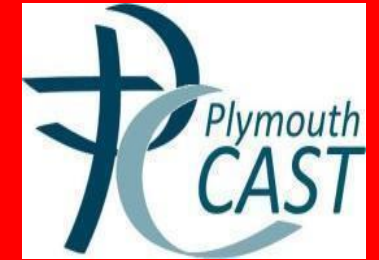




Christ the King Catholic Primary School



Curriculum Design for Early Reading

Early Reading Curriculum Aims

At Christ the King, we believe that reading is one of the most important skills we teach our children. We want them to learn to read quickly and effectively so that they can access learning in all areas of the curriculum. To support this, we have an emphasis on early reading and phonics from Pre-School, Reception and into Key Stage 1. Alongside the important skill of decoding we teach children how to comprehend and understand what they are reading. We aim for all children to have strong word recognition skills and strong language comprehension skills. Our expectation is that all children will be fluent readers by the end of Key Stage 1. Our reading curriculum is planned so that children acquire a wide vocabulary and build up a wide-ranging repertoire of stories, texts and books which help them to appreciate our rich and varied literary heritage. We aim for every child to develop the habit of reading widely and often, both for pleasure and for information, resulting in a life-long love of reading.



**Being a
Reader
at
Christ the King**



Intent

At Christ the King School, our fundamental aim is to teach every child to read as quickly as possible, and be enthused about reading. We strive to teach children to read accurately and fluently with good comprehension, as well as develop the habit of reading widely and often, for both pleasure and information. These essential skills not only unlock doors to the rest of the curriculum, but also have a huge impact on children's self-esteem and future life experiences.

Implementation

Here, at Christ the King, we are dedicated to enabling our children to become enthused, engaged and successful lifelong readers. To achieve this, we implement structured daily phonic lessons where phonetic knowledge is developed. We use the Read, Write, Inc programme to deliver a highly successful, rigorous reading programme which is carefully matched to the new curriculum. Children progress through 3 sets of sounds, allowing them to learn the essential 'building blocks' of words to help them read and spell with greater fluency. All staff who deliver the RWI programme have been trained which has given them the skills, knowledge and confidence to plan, deliver and assess phonics to a high standard. Staff are very clear on progress expectations and which sounds children are expected to know by each half term. Reading leaders, teachers and teaching assistants use their professional judgement on a daily basis to assess the children in their group, and identify any gaps in children's phonetic knowledge. Throughout Early Years and KS1, children are assessed formally each half term by the reading leader and placed in specific focus groups which means that children's individual needs for phonics are being met alongside children of the same ability. Daily observations and formative assessments of children's phonic knowledge, coupled with a robust assessment approach each half term, ensures children are given the correct book which is carefully matched to their phonic understanding, and the acquisition of sounds which have been taught. Equally, this means children are issued with the correct home reading book for them to enjoy at home, thus allowing them to experience early reading success, gain confidence and consolidate the learning that takes place in school.

Impact

Our consistent approach to the teaching of our systematic phonics curriculum enables children to become confident, fluent readers and increasingly accurate spellers, which in turn, unlocks doors to the rest of the curriculum allowing children to flourish in all areas.

Reading in EYFS

In EYFS, we promote Early Reading as soon as children arrive in September and earlier, in the Summer term, if children attend our Pre-School and our main feeder nursery. We believe that these skills underpin children's natural curiosity of storytelling and enjoyment of stories. Through the RWI programme, we begin to teach children the individual phonemes during daily phonic sessions, as well as how to segment and blend the sounds in words to read them. Throughout EYFS, children are exposed to a variety of rich reading opportunities. Within our indoor and outdoor environment, we also embed sound recognition and provide ample opportunities for children to apply their learning within their play, both independently and adult led. We endeavour to create rich learning experiences which reflect the children's interests and fascinations, therefore our planned activities are carefully crafted to match their needs. For example, we use technology to capture QR codes linked to red words or use spray water bottles when red words are recognised. We use shaving foam, cornflour and chalks to encourage children to mark-make and write sounds and mould them using play dough.

In conjunction with our daily phonics sessions, we play games to distinguish between environmental, instrumental and body sounds and continue this within our continuous provision. In addition, we develop an awareness of rhyme, alliteration and oral sound blending through engaging children in various daily activities. We celebrate 'Nursery Rhyme Week' with our parents by all our EYFS children performing nursery rhymes and either playing games, sharing craft activities and selling cakes for fundraising. In Early Years, we instil a love of reading with various stories that can be shared with the children and focus on a high-quality text, providing opportunities for children to sequence, retell and use role play to develop their imagination and own ideas of storytelling.

We recognise the importance of parental engagement and children reading at home with their families, therefore during the first few weeks of Reception, all parents are invited to attend 'An Introduction to Phonics and Reading' workshop whereby they are given an overview of the expectations of reading in Reception. This includes an insight into what a daily lesson looks like, how physical phonics can be implemented at home, and what our home reading books entail. At Christ the King, we recognise the need for raising the profile of early reading and engaging our parents, therefore we regularly host a 'Sharing Time' to share books and other activities so parents have a shared understanding of their child's learning in school and how they can support them at home. We also share weekly home learning via Tapestry using the same philosophy to encourage working parents to engage who might not be able to attend our sharing times in school.