



### *Reading Curriculum Rationale*

*At St Patrick's we are readers! We want our children to love reading. We want them to have no limits to what their ambitions are and grow up wanting to be authors, journalists, poets and reporters. We want them to embody our core values. The reading curriculum has been carefully crafted so that our children develop their phonic knowledge and use this success to revel in their reading experiences. We want our children to remember their reading lessons and the books they have read in our school, to cherish these memories and embrace the reading opportunities they are presented with! As a school, we are active participants in reading projects across the Borough including the Open University Reading Hub and Rochdale Children's Literature Festival. We aim to bring books to life through a widerange of class, Unit and whole-school activities, in order to develop a love of reading for life.*

### *Curriculum Intent*

*The reading curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient.*

*We want to equip them with not only the minimum statutory requirements of the reading National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.*

*It is essential that we develop pupils' reading within two-dimensional competences - skilled word reading and excellent comprehension. Within skilled word reading, we aim to develop speedy pronunciation of unfamiliar printed words (decoding) and the automaticity and recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why we emphasise phonics in the early teaching of reading.*

*Effective comprehension draws from linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world. We seek to develop comprehension skills through pupils' experience of high-quality discussions with the class teacher as well as exposure to a range of engaging stories, poetry and non-fiction texts. All pupils are encouraged to read widely across both fiction and non-fiction to further develop knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to gain knowledge across the curriculum.*

*We actively promote reading widely as this increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. We seek to ensure that our pupils are able to read fluently, confidently and with enjoyment - as we develop a learning to read approach into a reading to learn experience.*

## Curriculum Implementation

We develop skilled word reading by using Read Write Inc. (RWI) Phonics lessons teach children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step.

Throughout the programme, children learn the English alphabetic code and the letter, or groups of letters, they need to represent them in three sets of Speed Sounds Lessons. Simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly, especially those who are at risk of making slower progress or those who are new to learning English. This learning is taught and consolidated every day. High frequency words that are not phonetically regular are taught as 'tricky' words (we call them Red Words) and are practised frequently. Lively phonics books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding.

This provides a strong foundation upon which to build excellence in comprehension.

Reading comprehension is developed by teaching pupils specific strategies that they can apply to both check how well they comprehend what they read, and overcome barriers to comprehension.

## Whole Class Guided Reading

In KS2, we use a RAMP (Reading And Modelled Practise) structure to deliver the individual guided reading sessions. This includes a focus upon: inference, questioning, clarifying, summarising, and predicting. Every opportunity to link text to the pupils' own experience and then extend that is made within the reading curriculum.

Much of the cultural capital a child will experience in their young lives is enclosed within the cover of a book. At St Patrick's, we aim to inspire a world of knowledge and imagination through the engagement of carefully chosen quality texts. We enhance our curriculum offer with our Related Reads. This enhances the focus theme and individual units of work so that reading and quality texts are present across all areas of the curriculum. Subject leads also take responsibility for sharing appropriate texts with teachers of their subjects.

## Accelerated Reader

When children have moved beyond the Read Write Inc Storybooks, they complete a diagnostic quiz using Star Reader and are given a ZPD (Zone of Proximal Development) Range. They then choose from one of the many books within our school library that have all been classified using Accelerated Reader. Accelerated Reader gives children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.

Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

### *Developing a reading community*

*This year, we will be exploring the engaging resources on the new OU Research-Rich Pedagogies website and supporting staff in developing their 'reading for pleasure' pedagogy and their knowledge of children's literature. Our fabulously enthusiastic Reading Hub consists of teachers, TAs, senior management and head teachers, all committed to developing areal buzz about books and embedding Reading for Pleasure across the curriculum.*

*We have also introduced Reflective Reads. As a school, we have invested heavily in reading and want to ensure that all children across our school feel that they can pick up books and know that they will be represented within the covers. These reading books reflect the complex and diverse nature of our school community.*

*When walking around St Patrick's, you can see high quality texts being shared and enjoyed across the school and the wonderful interactive reading areas in every classroom. Each class celebrates what they are reading and invites 'Mystery Readers' to share their favourite stories too. In addition to our annual events surrounding World Book Day, throughout the course of the year, each Unit will hold its own Reading Café - where we invite children, staff and parents to share in fabulous reading experiences based around a theme, author, genre or specific book. In the past these have involved: 'WhoDunnit?'; 'Puppet Theatres'; 'Traditional Tales'; even 'The Great British BreadOff'. We are also developing our school library to be a space for staff, children and parents/carers to come and share their love for reading.*