



***At Roding, we are 'Free to Achieve.'***



Ambition



Compassion



Curiosity



Independence



Resilience



Respect

## **Reading**

### **Curriculum Intent**

At Roding Primary School, our Key Stage 2 Reading curriculum is designed to foster a lifelong love of reading while developing essential reading skills. The curriculum is carefully sequenced to build upon prior knowledge and provide structured opportunities for pupils to revisit genres and authors, deepening their understanding and appreciation for literature. Pupils are introduced to a broad range of reading genres, including fiction, non-fiction, poetry, and plays, ensuring they encounter diverse perspectives and ideas.

The reading curriculum emphasises the importance of diversity of authors, ensuring students read books that reflect their own experiences while also exposing them to different cultures and perspectives. This approach broadens their understanding of the world and promotes empathy, tackling topics such as identity, gender, race and social justice.

We balance traditional and modern texts to give students access to classic literature that teaches timeless themes like morality and heroism, alongside contemporary works that engage with current issues such as technology, diversity, and the environment. This blend ensures students appreciate the evolution of literature while staying connected to the present.

In addition, the curriculum emphasises the acquisition and application of technical vocabulary through shared reading, where pupils engage in discussions and are encouraged to express their thoughts and ideas clearly. Pupils learn how to retrieve key information from a text, infer characters' feelings and behaviours, and analyse their choices. By regularly encountering and revisiting different genres and authors, students develop their comprehension of the text but also critical thinking skills.

### **Curriculum Implementation**

The implementation of the Reading curriculum at Roding Primary School employs a diverse range of teaching methods, ensuring that all pupils that can decode words phonetically, are supported in developing their understanding of the text and their reading skills.

Shared reading is a cornerstone of our approach, allowing pupils to explore complex texts with the support of their teacher and peers. During Shared reading, the teacher reads aloud from the text modelling expectations for tone and intonation for pupils to replicate during their paired reading time. As a result of this approach, pupils improve their reading

fluency which in turn allows them to have a greater understanding of the text they are reading as well as building confidence in their language and comprehension skills.

Our reading sessions are structured to ensure coverage of multiple genres, from historical fiction to scientific texts, to deepen pupils' engagement with literature. Lessons are carefully designed to build upon prior learning, and key strategies such as retrieval of information, inference of feelings, and character analysis are reinforced throughout. Teachers use the 'think aloud' technique to share their thought process with pupils and explain their reasoning. This also support pupils to understand the importance of self-questioning and clarifying in order to work out aspects they may be unsure of. Pupils are taught to not only understand the texts but also to critically evaluate the author's language choices, characters' motivations, and underlying themes. This supports pupils to give detailed response to questions and justify their thinking.

Vocabulary instruction is integrated into every lesson, equipping pupils with the tools they need to interpret texts effectively and express their interpretations fluently. Regular opportunities for independent and paired reading allow for pupils to experience a deeper engagement with texts, fostering both a love of reading and the development of critical reading skills. Teachers carefully listen to pupils to ensure that they are fluent, understand key vocabulary and following the plot of the story.

Outside of school, the reading journey continues. Reading scrapbooks are given to pupils at least once in the academic year so that pupils can showcase and celebrate a book that they are fond of. The scrapbook also works as a recommend book for pupils to expand their reading library. Parents are also invited to 'stay and read' sessions. These are opportunities for teachers to model the expectations of reading at home to ensure consistency. Tracking low-attaining readers is crucial, as it allows teachers to identify areas of need and provide tailored interventions to support their progress. Many of these pupils receive targeted support, such as small group sessions, one-to-one reading, or phonics reinforcement, to help them develop the necessary skills to become confident, independent readers.

## **Curriculum Impact**

The impact of our Reading curriculum at Roding Primary School is seen in pupils' ability to:

- Engage confidently with a wide range of texts, retrieving and interpreting key information effectively.
- Apply their growing technical vocabulary fluently in discussions and written responses.
- Make inferences about characters' feelings and behaviours using evidence from the text.
- Critically evaluate language choices, character motivations, and underlying themes in diverse genres.
- Progressively build strong comprehension skills, preparing them for the transition to secondary school.
- Develop a lifelong love for reading, cultivated through meaningful and enjoyable engagement with literature.