



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



Ambition



Compassion



Curiosity



Independence



Resilience



Respect

## Early Reading

### Curriculum Intent

At Roding Primary School, the Early Reading curriculum is designed with a strong focus on developing pupils' phonetical knowledge and applying it to both shared and independent reading. The curriculum is carefully sequenced to build upon the stages of phonetic development, ensuring that pupils acquire, apply, and revisit sounds systematically. These opportunities to revisit sounds aim to embed them in the long-term memory of the children, supporting their reading fluency and confidence.

We place a strong emphasis on fostering a love for reading by offering highly engaging and enjoyable lessons. Pupils are introduced to a broad scope of reading genres, allowing them to explore various forms of literature from an early age. This breadth of coverage challenges students, building their ability to decode and comprehend texts with increasing complexity. Our intent is for all pupils to develop a secure foundation in reading, equipping them with the skills to access the wider curriculum and enjoy reading for pleasure.

Our delivery of early reading is through Read Write Inc. as it is a detailed, DFE approved reading programme which covers the following:

1. **Structured Phonics Approach:** It systematically teaches phonics, helping children understand the relationship between sounds and letters, which is crucial for decoding words.
2. **Engaging Materials:** The program includes a variety of engaging texts and resources that capture children's interest, making reading enjoyable.
3. **Tailored Instruction:** It provides scaffolded instruction, allowing teachers to cater to individual learning needs and progress at their own pace.
4. **Focus on Fluency:** The program emphasises reading fluency, helping children gain confidence as they practice and improve their skills.
5. **Integrated Writing Skills:** In addition to reading, it also incorporates writing activities, reinforcing the connection between reading and writing.
6. **Assessment Tools:** Regular assessments help track progress and identify areas needing additional support, ensuring that no child is left behind.
7. **Teacher Training:** It includes professional development for teachers, equipping them with effective strategies to support their students.

These elements work together to create a comprehensive and effective framework for developing reading skills in young learners.

## Curriculum Implementation

- **Revisit prior learning:** Teachers use repetition and review to reinforce students' memory and understanding. Each phonic lesson begins with a review of previous sounds and words, while new phonic elements are introduced in a way that connects to earlier lessons. To engage with prior learning and cater to different learning styles, teachers incorporate a variety of activities, including reading, writing, and games. Additionally, regular assessments and feedback help identify areas where students may need more practice, enabling teachers to provide targeted review sessions.
- **Systematic synthetic phonics:** Daily instruction introduces pupils to new sounds progressively, ensuring mastery before moving on to the next stage.
- **Phonetic practice:** Pupils regularly engage in decoding and blending activities to apply their phonetical understanding to texts at their reading level.
- **Shared reading sessions:** Pupils participate in paired and shared reading experiences, exploring a variety of genres and learning to comprehend narrative structures and language use. During this time teachers monitor pupil progress and address misconceptions as they arise.
- **Comprehension development:** Pupils ask and answer questions about the texts they read, building their critical thinking and text analysis skills.
- **Home reading books:** All pupils EYFS and Key Stage 1 are assigned reading books aligned to their phonetic level to reinforce classroom learning and involve parents in supporting their child's reading at home. Additionally, Oxford Owl online is used to further support reading development outside of school.
- **Stay & Read:** Families are invited into school to read with their children, promoting quality time and communication. This initiative encourages literacy, allowing caregivers to model reading behaviours and demonstrate the importance of literacy, instilling a love for books in their children. Parents can reinforce and support what children learn in school, boosting their motivation and enthusiasm for reading and making it a fun, shared activity.
- **Parent workshops:** Parents are invited into school for a workshop where the Early Reading and Phonics Lead explains how children learn to read. They increase knowledge, enhance parent's engagement and ensure a consistency in approach. These workshops also empower parents as they gain confidence in their ability to support their child's reading journey, leading to more proactive involvement in their education.

## Curriculum Impact

Through our carefully sequenced and revisited phonetical approach, pupils will have a solid foundation in reading that is embedded in their long-term memory. Their ability to decode, blend sounds, and read fluently will serve as the building blocks for more advanced literacy skills as they progress through their education.

Pupils will also develop comprehension skills as they learn to retrieve information from texts and make inferences about characters, settings, and events. Furthermore, by engaging with a wide range of genres, pupils will not only enhance their literacy skills but also cultivate a lifelong love of reading, enjoying stories, poetry, and non-fiction texts.

In conclusion, the Early Reading curriculum at Roding Primary School ensures that pupils are challenged, supported, and inspired to become proficient and enthusiastic readers. Through engaging lessons, systematic phonics teaching, and opportunities to practice

reading at school and at home, pupils will leave Key Stage 1 with the skills and passion to excel in their reading journey.