

## Early Reading Curriculum

Our early reading curriculum is built upon our 4 core values: Faith, Challenge, Pride and Success. We are determined that every pupil learns to read quickly and continues to read – widely and often. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum and EYFS	We systematically teach phonics using the Read Write Inc. Phonics Scheme throughout Foundation Stage and Key Stage 1. Our teaching of reading including early reading goes beyond the expectations of the national curriculum. Reading and reading for pleasure pedagogies are a deeply embedded part of our school culture.	<b>Pedagogical Approaches</b>	The pedagogical approaches to the teaching of early reading are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> <li>• Deliberate and intentional retrieval of previous knowledge to build on previous learning</li> <li>• Regular checkpoints and formative assessments to tailor lessons to the needs of pupils</li> <li>• Positive relationships that create the conditions conducive to effective learning</li> <li>• High levels of subject knowledge</li> <li>• Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential. In addition to this, the RWI lesson structure is followed with fidelity to give consistency across teaching groups.</li> </ul>	<b>Approach to Assessment</b>	We initially assess all pupils using the Entry Assessment. We use this data to assign pupils to groups as quickly as possible. Children are then subsequently assessed every 6 weeks. This means that the pupils are grouped in terms of their reading ability and they are reading at an appropriate decoding level every day. This help us to focus the teaching and ensure pupils learn to read quickly. It also identifies any pupils that are falling behind the programme's pace, so that targeted support can be given immediately through one-to-one phonics tutoring.
End Points	We have clear expectations of pupil's progress term by term, from Reception to Year 2 and our phonics programme aligns with these. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.	<b>Teachers' Expert Knowledge</b>	Teachers are given regular opportunities to access CPD at school and externally. The subject leader provides regular updates to staff. Many of the elements of the curriculum and ethos, are rooted in best practice and research. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues. A key element of our RWI teaching is consistent whole-school practice, underpinned by appropriate professional development. All staff are RWI trained and have regularly opportunities to observe best practice.	<b>Performance Data</b>	Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. The most recent pupil performance data can be found on the school website.



Sequencing	We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills. The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to our phonics programme.	Promoting Discussion and Understanding	In all lessons, discussion is integral in order to deepen thinking and promote understanding. Pupils are given regular opportunities to explore and discuss questions at an age appropriate level. In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. Teachers use their strong knowledge of the progression in order to ask questions which lead children to develop the skills we intend to promote.	Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer back through their books, to support themselves with new learning. Evidence will be recorded in their phonics books. A discussion of previous learning will form the beginning of each lesson.
Addressing Social Disadvantage	We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers regardless of their background, needs or abilities. We know that reading for pleasure is a key indicator for future success and, as such, the teaching of reading is a social justice issue. We have a firm belief that every child can achieve and that they are entitled to the same knowledge whatever their background or starting point. As such, we adopt a mastery approach to all of the teaching, having high expectations of all children and scaffolding those with lower starting points to be able to access and achieve these. Any pupils in later years who need to catch up rapidly also access phonics and are provided with additional support in one-to-one phonics tutoring.	Knowing More and Remembering More	Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons. Children are encouraged to reflect on previous learning and use that to explain their current understanding.	Talking to Pupils	The subject leader will measure impact through a cycle of monitoring focusing on: learning environments, planning, work scrutiny, discussions with pupils and discussions with teachers. Teachers have discussions with children on a regular basis. They can discuss their ideas, reasoning and problems with the teacher in a more informal manner which leads to more success.
Local Context	Our children typically enter school ready to learn to read. We capitalise on this by teaching a systematic approach to phonics immediately so that no time is wasted in gaining early reading skills.	Teacher Assessment	Partner work provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.		
Meeting the needs of St Mary's learners	To meet the need of our children to experience diversity, we ensure that the whole reading curriculum includes authors and characters from a range of ethnic and social backgrounds, cultures and gender				



St. Mary's  
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School