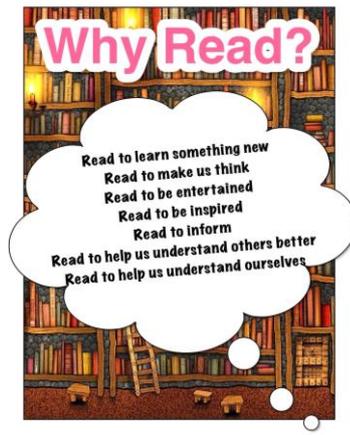


The Reading Curriculum



Promoting Reading

At the heart of our reading curriculum is the aim that all children will leave Christ Church as enthusiastic, confident, skilled readers.

We believe that if children have a desire to read and enjoy reading, the all important comprehension skills are much easier to acquire!

We promote reading in many different ways, including:

- Reading to children as often as possible! The power of this should never be underestimated. We even have local sports personalities coming in to read to our children!



- Challenging children to read at home as often as possible, for example, through our '100 Book Challenge' or our weekly 'Reading Champions' class prizes.



- Celebrating special days (e.g. World Book Day) in innovative ways... Books in Boxes, Snuggle up with a Book, Extreme Reading



- Book talk - talking about books with children and helping them find books they will enjoy is seen as a priority for all staff in school. Our 'World Cup of Books' certainly gets children talking about books!



- Author visits, including our very own Dan Worsley!



- Providing and promoting high-quality texts, including fiction, non-fiction and poetry.

Teaching of Reading

At Christ Church, we use Read Write Inc Phonics (RWI) to give children the best possible start with their literacy.

What is Read Write Inc?

Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed, so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, we will continue teaching RWI to children beyond the age of 7, if they still need support in their reading.

How RWI is taught?

All children are assessed regularly by our RWI lead teacher, so they work with children at the same level. This allows complete participation in lessons.

Reception

In Reception, all children learn how to 'read' the sounds in words and how those sounds can be written down.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Talking

The children work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

Year One & Year Two

Children follow the same format as Reception, but work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour.

Five key principles underpin the teaching in all Read Write Inc. sessions:

- Purpose – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about.
- Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning.
- Praise – ensure children are praised for effort and learning, not ability.
- Pace – teach at an effective pace and devote every moment to teaching and learning.
- Passion – be passionate about teaching so children can be engaged emotionally.

Fred Talk

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that children are able to blend the sounds into words more easily.

We also use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The children are taught the sounds in 3 sets.

Step 1:

Set 1 Sounds are taught together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.

Step 2:

The children are then taught Set 2 Sounds - the long vowels. When they are very confident with all of set 1 and 2 they are taught Set 3 Sounds.

Nonsense words (Alien words)

As well as learning to read and blend real words children have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words also feature heavily in the Year One Phonics Screening check in the summer term.

Step 3:

Children are then introduced to 'Ditty books' when they successfully begin to read single words.

Children use sound-blending (Fred Talk) to read short ditties. These are sent home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children have red and green words to learn to help them to become speedy readers. Red words are words that are not easily decodable and challenge words to extend children's vocabulary. Green words are linked to the sounds they have been learning and are easily decodable. Dots and dashes represent the sound each letter makes. Once a child has been introduced and taught these words in school they are then sent home for parents to continue practising.

During a RWI session children read the book three times and at each new reading they have plenty of opportunities to practise using their developing comprehension skills.

Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two.

Year Group Expectations

Year Group	RWI level
Reception	Green Word Cards
	Red Ditty Books 1-10
	Green 1-10
	Purple 1-10
Year 1	Pink 1-10
	Orange 1-12
	Yellow 1-10
	Blue 1-10
Year 2- Autumn Term 1	Grey 1-13

In Year 2 to Year 6

We focus on teaching the comprehension skills needed for our pupils to become confident, proficient readers, using the VIPERS approach.

V - Vocabulary

I - Inference

P- Prediction

E - Explain

R - Retrieval

S- Summarise/ Sequence

Teachers look for opportunities to teach these skills in engaging, interactive and relevant ways - written comprehension exercises can become tedious otherwise.

There are some examples here of innovative ways we teach reading through school.