



Intent

'Read as a Reader'

The English curriculum at St Aloysius' offers a broad and engaging curriculum with God at the centre, reflecting on prior knowledge and putting learning in the context of extending their own knowledge and growing closer to God.

Varying genres, key knowledge and skills objectives are structured from Early Years to Year 6 with a focus on building upon prior knowledge and developing our pupils to 'read like a reader'.

Value is placed upon reading for pleasure and class texts are carefully chosen to engage all children. Reading is highly valued across the curriculum and the school environment reflects this.

Implementation

The Senior Leadership Team have worked to review the English Reading Curriculum to ensure that high quality texts are at the centre of the teaching of reading. This is mapped out in the whole school integrated units and in whole school overviews referring to the National Curriculum objectives.

The English subject leader has created genre and focused skills progression maps linked to class books. This ensures coverage across the key stages of genres and grammar skills. These are central to planning process. This document outlines the reading focus for the unit.

In the EYFS and KS1 a systematic phonics programme is followed (Read Write Inc.) Children are carefully tracked as they progress through the programme and catch up phonics sessions are implemented as soon as children begin to fall behind.

Teachers use the 'stimulate and generate' part of the English unit to teach specific reading skills. During this part of the teaching sequence teachers teach childfree to read for pleasure and understanding. They encourage children to form a mental picture in their head whilst reading. Teachers model reading fluency and expression. Reading is then integrated through the rest of the unit where children then progress to 'read as writers'.

Each child has a reading record and every class visits the school library for 'book club' each week. Teachers monitor home reading via the reading record.

Impact

The English subject leader and senior leaders monitor data provided from termly reading assessments. Through the teaching of systematic phonics, our aim is for children to become fluent and confident word readers by the end of KS1. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.