

Reading Statement of Intent

It is our intent at St Charles' Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. Within our school it is clearly evident to see that reading is one of our top priorities and that our children have a thirst for reading.

With regards to Reading, phonics will be emphasised in the early teaching of reading to beginners when they start school. At St Charles' we teach Phonics through the systematic and extremely effective Read Write Inc phonics scheme.

We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to be able to recommend texts to their peers, to gain knowledge across the curriculum and develop their comprehension skills. Our main intention is to deliver a curriculum which has reading at its core across all curriculum areas. Through choosing high quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

At St Charles' Primary School reading is an important part of all children's learning and progress and we value reading as a key life skill. It is our intention to read to our children for at least 10 minutes every day and our parents pledge to do the same.

The schools main literacy scheme is Read Write Inc Literacy & Language in Year 2 to Year 6, however this is supplemented with other modules of work including: **Book-based literacy projects, Whole Class Reading sessions** and **Cross-curricular writing**. The majority of children leave St Charles' as confident, competent readers with a deep love of reading.

Whole Class Reading – Whole School Overview

Intent

At St Charles' we teaching the skills of reading through 'Whole Class Reading' lessons using the DERIC acronym, which stands for Decode, Explain, Retrieve, Interpret and (make) Choices. Children from Year 1 upwards benefit from 1 x 30/40 minute WCR session per week. All children experience the same text, differentiation can be found through: different focus DERIC skills; level of adult support and differentiated tasks. The outcome of WCR lessons is often written. Throughout St Charles' we have the DERIC icons displayed and they are refer to frequently with the intention that upper Key Stage 2 can articulate which DERIC skill they are using.

National Curriculum Reading Objectives

Year 1
<ul style="list-style-type: none">• Apply phonic knowledge and skills as a route to decode words.• Drawing on what they already know or on background information and vocabulary provided by the teacher.• Making inferences on the basis of what is being said and done.• Predicting what might happen on the basis of what has been read so far.• Explain clearly their understanding of what is read to them.
Year 2
<ul style="list-style-type: none">• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.• Making inference on basis of what is being said and done.• Answering and asking questions.• Predicting what might happen on the basis of what has been read so far.• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Year 3 and 4
<ul style="list-style-type: none">• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.• Asking questions to improve their understanding of a text.• Drawing inferences such as inferring characters' feelings, thoughts and

motives from their actions, and justifying inferences with evidence.

- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

Year 5 and 6

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieve, record and present information from non-fiction.