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Reading Curriculum

Vision – For all children to leave Richmond Hill as confident and competent readers.

Intent – To embed a love of reading from 2-year-olds to Year 6 and for pupils to read fluently, and with confidence, in any subject.

EYFS -

Children can choose story books to take home and share with family members. This is to promote a love for reading and develop rich language comprehension from a young age.

As children move through our Early Years unit and into Reception children are given reading books. They start with picture books and these slowly develop into reading books matched to their phonetic knowledge.

As children begin Reception, we expect them to have poor word recognition, due to not having the phonic skills to decode words, but want them to have strong language comprehension from language rich environments and high-quality language being modelled by staff.

Read Write Inc is introduced in week 2 of Reception and is systematically taught daily.

In our Early Years we promote a language-rich environment, where adults model high quality vocabulary all day, every day. In Early Years

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children have a language rich diet including songs, rhymes and books.

It is essential that a love of reading is promoted from such an early age to ensure all children can become confident readers, no matter what their background is.

“Extensive experience in early literacy indicates that, if children are taught well, their backgrounds, level of disadvantage, their disabilities and other variables, such as being a boy or summer born, should rarely prevent their learning to read.”

(The Reading Framework, Teaching the foundations of literacy, Department for Education, July 2023, page 15).

Key Stage 1 –

As children progress into Year 1 and Year 2 children are taught Read Write Inc. daily. Children are grouped by stage not age ensuring gaps are being met and children are being taught to recognise letters and decode accurately first. The lowest 20% are targeted in 1:1 intervention by Read Write Inc. trained staff. The focus is on letter recognition, then decoding and then reading to learn. By targeting these children, we are embedding the basics and not limiting their language.

We have clear expectations for our pupils’ phonics progression term by term, from Reception to Year 2. If children aren’t meeting these expectations interventions are put into place.

Once children are reading confidently, we then start to focus on their comprehension skills.

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Our aim in Key Stage 1 is to develop fluency in phonics and create fluent decoders and fluent encoders.

Children are sent home with books that match their phonic knowledge. Some books children are expected to re-read so they build a bank of words that can be read automatically.

Children in key stage 1 also have access to 'reading for pleasure' books which children can take home and enjoy with their families. This is to ensure all children have access to the same high-quality texts.

Reading is a priority and a focus for all our children. We have a vigorous and systematic approach to teaching phonics which our children are thriving from.

Impact –

The impact of this curriculum is to ensure by the time children leave Year 2 they have the phonic skills to decode any book and as they progress into Key Stage 2 they can focus on their language comprehension. We also want to capture and embed that love of reading from when children start at Richmond Hill.

Key Stage 2 –

In the juniors, once pupils have completed the full Read Write Inc. phonics programme, we use the Literacy tree scheme for teaching and learning. Through the literacy tree we immerse children in rich literary experiences that spark curiosity and inspire meaningful reading and writing. Through drama, debate, and discussion, children explore important themes and write with purpose for real audiences.

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The literacy tree provides exposure to a wide range of literature such as novels, poetry and non-fiction. There is a big focus on language through explicit teaching and exploration of vocabulary and literacy language in context. Opportunities for oracy are planned throughout, opening up meaningful and purposeful classroom discussions.

In addition to the literacy curriculum, we also do weekly VIPERS reading workshops which focus on specific comprehension skills and gaps in these can be recognised and targeted. Teachers can assess the needs of their cohort to focus on a specific range of skills each lesson from the whole set to focus on as children progress.

Pupils who develop large gaps in learning or fall behind and require extra, intensive support will be taught a sequence of Fresh Start lessons in the juniors as a catch-up programme. This works in a similar way to Read, Write Inc. focusing on basic reading and spelling conventions.

Book Corners –

Each classroom is equipped with an accessible book corner which contains well-chosen books to capture children's imaginations. Every book corner is a place for children to browse the best books and also revisit ones that the teacher has previously read to them.

Reading Spine –

As a school we have developed a reading spine from Nursery 2 to Year 6. Each class have a reading list, this is made up of a mixture of books including fiction, non-fiction and poetry. There are also some inspirational books added to each class, within the 3 inspirational people chosen for each class there is at least one person of colour

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and at least one inspirational woman. All KS2 classes have a wordless picture book to evoke conversation (speaking and listening), spark curiosity and imagination, and encourage predictions. These books are shared as a class at the end of each day. This is to encourage a love for reading and develop rich language comprehension.

As a school we are very proud of our reading spine as books were chosen specifically to engage all children emotionally. As Maryanne Wolf wrote:

“We know that emotional engagement is the tipping point between leaping into the reading life or remaining in a childhood bog where reading is endured only as a means to other ends”

(Wolf, M (2008). 'Proust and the squid. The story and science of the reading brain' Cambridge: Icon Books)

As teachers we are the best people to promote a love of reading because if teachers have a love for reading children are likely to respond in the same way.

Reading is a priority and a focus for all our children. We have a vigorous and systematic approach to teaching phonics which our children are thriving from.

The Reading Framework, Teaching the foundations of literacy, Department for Education, July 2023 states –

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“It is essential 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.”

Therefore, at Richmond Hill as teachers we aim to inspire pupils and engage them in reading from an early age. This is a collective responsibility and we have worked hard to create a culture that values and supports reading for pleasure