



Little River School: Reading Curriculum

Our reading curriculum is built on the belief that literacy is the key to empowerment, enabling our tamariki to be confident, connected, and lifelong learners. By weaving together the national curriculum with the unique stories, history, and values of our local community, we aim to create readers who not only have strong foundational skills but also a deep sense of belonging and identity.

We foster a shared love of literature through sharing of quality picture books and class read-aloud novels, and tuakana-teina through buddy reading. Older students will have opportunities to act as tuakana (older siblings) to younger students, reading with them and supporting their foundational literacy development. This reinforces their own reading skills and builds leadership.

Our Goal

By the time students leave Little River School, they will:

- Be confident, capable, and motivated readers who enjoy reading for pleasure and for learning.
- Have strong comprehension skills, able to understand, interpret, and think critically about a wide range of texts.
- Read fluently and with expression, adjusting their reading style for different purposes and audiences.
- Use reading to explore new ideas, expand vocabulary, and deepen their understanding of the world.
- See themselves as lifelong readers who can learn, imagine, and be inspired through books and other texts.

Curriculum Structure

Our curriculum integrates the Structured Literacy Approach with a rich, culturally responsive reading environment.

Years 1-3: Building the Foundation (Curriculum Phase 1)

Focus: Explicit and systematic instruction in foundational skills

- **Structured Literacy (Phonics Plus):**
 - Students will participate in daily, explicit phonics lessons based on the *Better Start Literacy Approach*.

- We will introduce and consolidate the phonetic code and morphology of words, working through consonant and vowel sounds, and common spelling patterns.
- The use of high-frequency words and kupu Māori will be integrated.
- Alongside decodable texts, students will be exposed to a wide range of stories and information texts.
- Texts will include local legends and pūrākau shared by mana whenua, as well as stories about our local community, marae, and significant people.
- **Comprehension Strategies:**
 - Teachers will explicitly model and teach basic comprehension strategies, such as asking questions, making connections, and retelling stories.
- **Reading for Pleasure:**
 - Students will have daily opportunities for independent or shared reading with texts of their choice.
 - The school library will be a central hub, with a curated collection of both national and local texts.

Years 4-6: Expanding Knowledge and Identity (Curriculum Phase 2)

Focus: Deepening comprehension and critical thinking, while broadening exposure to diverse texts.

- **Structured Literacy :**
 - Instruction will continue with advanced phonics and orthographic mapping.
 - There will be a focus on morphology, including the study of prefixes, suffixes, and root words
 - Students will learn about text structures for both fiction and non-fiction texts.
- **Inquiry-Based Reading:**
 - Reading will be integrated into school-wide inquiry topics.
- **Reading for Pleasure:**
 - Students will have daily opportunities for silent and/or shared reading with texts of their choice.
 - The school library will be a central hub, with a curated collection of both national and local texts.

Years 7-8: (Curriculum Phase 3)

Focus: Analysing complex texts, developing critical perspectives, and applying literacy skills across all learning areas.

- **Structured Literacy (Advanced Concepts):**
 - Instruction will continue with advanced phonics and orthographic mapping.
 - There will be a focus on morphology, including the study of prefixes, suffixes, and root words
 - Students will learn about text structures for both fiction and non-fiction texts.

- Students will build academic vocabulary and learn to deconstruct complex sentences and paragraphs.
- **Critical Inquiry and Media Literacy:**
 - Students will critically analyse a variety of text types, including news articles, documentaries, social media, and advertising.
 - Students will learn to identify bias, evaluate sources, and form their own well-supported opinions.

Assessment and Reporting

- **Formative Assessment:** Teachers will use observation, running records, and conferencing to track student progress and inform their teaching.
- **Summative Assessment:** We will use a range of tools to measure progress, including curriculum-aligned assessments such as asTTLe, BSLA, running records, STAR.
- **Reporting:** We will regularly share student progress with whānau, through written reports twice yearly followed by Parent/Teacher Interviews inviting them to kōrero (talk) about their child's learning and celebrate their achievements.