**E.R.I.C**

**(Everyone Reads in Class)**

**Curriculum Statement**

**ERIC (everyone reading in class) Intent Statement**

In ERIC, we aim to develop pupils’ enthusiasm for the world of books. We endeavour to encourage pupils to read for pleasure and to extend their general knowledge in the process. Originally, ERIC was also a tool used by Rosewood to improve the spelling ages of pupils. This continues, and is done through three components, reading, comprehension and spelling challenges.

**ERIC Implementation Statement**

The eight spelling challenges are words taken from the top primary school suggested spelling list and once all eight have been completed pupils would be considered competent at spelling.

There are four reading levels each of which have ten stages per category and are designed not only to improve reading and comprehension, but also the pupils’ general knowledge.

* Year 7 and 8 complete the reading/comprehension and spelling challenges.
* Year 9 and 10 have a group reader, which pupils and staff choose together and read, discussing each chapter as they complete the book.

**An ERIC session**

Each ERIC session should be divided into three distinct parts:

* 10 minutes working on the appropriate spelling challenge.
* 10 minutes working on the appropriate reading challenge.
* The remainder of the session is for either group or individual reading.

**Impacts**

* Pupils will become enthusiastic and independent readers.
* Reading and spelling ages will improve.
* Overall general knowledge will improve.