



READING – INTENT, IMPLEMENTATION AND IMPACT

Intent: Fluency, Comprehension, and Enjoyment

Our intent is to develop not just the skill of reading, but the will to read. We provide a high-challenge, vocabulary-rich environment that exposes pupils to the best of children's literature.

Key Strategic Aims:

- **Foundational Phonics:** To provide a robust, systematic approach to early reading that ensures rapid decoding and word-recognition skills.
- **Comprehension Mastery:** To teach specific, higher-order reading domains that move pupils from surface-level retrieval to deep inference, comparison, and exploration of authorial intent.
- **Cultural Capital:** To immerse children in high-quality literature that broadens their horizons and deepens their understanding of diverse cultures and the wider world.

Implementation Systematic Pedagogy

Our implementation is underpinned by evidence-based practices that ensure a consistent and systematic approach across all cohorts.

Foundational Skills (EYFS & KS1)

- **Systematic Synthetic Phonics (SSP):** We deliver rigorous, fast-paced daily phonics sessions using the Rocket Phonics scheme. Sessions follow a clear 'Revisit, Teach, Practise, Apply' format to embed phonetic knowledge into long-term memory.
- **Decodable Texts:** Children read fully decodable books aligned precisely with the sounds they have been taught (from the Rocket Phonics schemes) to ensure early success and build fluency.

The Whole School Approach (KS1 & KS2)

- **Targeted Comprehension:** Reading skills are taught through dedicated **Guided Reading** sessions.
 - **EYFS:** Enjoyment, Decoding, Prediction, and Sequencing.

- **KS1:** Vocabulary Definition, Retrieval, and Inference.
- **KS2:** Narrative Relationship, Word Choice Exploration, and Comparison.
- **Reading for Pleasure (ERIC):** Our daily **ERIC** (Everybody Reads in Class) sessions provide dedicated time for independent reading, fostering a love of books.
- **Volume of Reading:** We ensure pupils read frequently 1:1, in groups, and as a class, with a strong expectation that parents support daily reading at home via the Reading Records and journals.
- **Disciplinary Literacy:** Dictionary work and incidental reading are embedded across the wider curriculum (e.g., instructions in DT, research in History) to ensure a language-rich environment.

Reading Schemes

EYFS and Key Stage 1: Rising Stars Rocket Phonics – These books are fully decodable so children will read books according to the letters they know. This set of books is further supported by Rising Stars Galaxy, and Comic Street Kids – providing for a range of interest and a range of text types.

Key Stage 2: Children follow on using a range of schemed reading books. These include Oxford Reading Tree and Project X. Children also choose books from a wider variety of authors. These books are also sorted into book band levels in line with the Rising Stars levels to allow for consistency and progression.

Children's reading is assessed on a regular basis, at least once a half term, and book band levels adjusted according to the assessment outcomes.

Phonics

Children are taught phonics using Rocket Phonics, which aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. Phonics is taught explicitly in Foundation Stage and KS1 and where necessary in KS2. Phonics is taught each day for 20 minutes in a fun way with rigour and pace. Sessions follow a 'Revisit, Teach, Practise, Apply' format.

The progression in phonics is mapped out in our Medium-Term Phonics Plans.

Summative Assessment

Summative assessments will be entered into Sonar each half term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements for the most part on the quality of the oral and written outcomes pupils give after structured teaching within the agreed

reading skills. Teachers may also complete reading assessments to provide another piece of evidence to support their assessment judgement. If tests are used, care is taken to ensure that pupils are prepared appropriately for the test, and any barriers to accessing these is removed

Impact - Lifelong Readers

- The impact of our reading curriculum is measured by pupils who meet and exceed National Curriculum expectations and possess a sustained appetite for reading.
- **Attainment & Progress:** We aim for outcomes at least in line with national averages for ARE (Age-Related Expectations) and Greater Depth, with no significant gaps in progress for disadvantaged pupils.
- **Secondary Readiness:** Pupils leave our school as fluent readers who can access secondary education with confidence and linguistic readiness across all subjects.