



## **READING – INTENT, IMPLEMENTATION AND IMPACT**

### **Intent**

It is our intent to create enthusiastic and fluent readers and instil a love of reading in all children. Where every child understands and confidently applies the necessary skills to become a reflective and independent reader.

### **Implementation**

In order to create diligent, enthusiastic and fluent readers our curriculum focuses on teaching specific reading skills. This is so the children are exposed to a breadth of questions and gain a deeper knowledge of texts studied.

These reading skills are as follows:

#### **EYFS**

Enjoyment- reading for pleasure and enjoyment

Decode – word read and decoding skills

Predict- predict what might happen on the basis what has been read so far

Sequence- identify and explain the sequence of events in texts

#### **KS1: Above plus:**

Define – draw on knowledge of vocabulary to understand text

Retrieve – Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

Infer- make inferences from the text

#### **KS2: All of the above plus:**

Relate – identify / explain how information/ narrative content is related and contributes to the meaning as a whole.

Explore- Identify and explain how meaning is enhanced through choice of words and phrases  
Compare- make comparisons within the text

Children are taught these skills through the following activities:

- Daily phonics sessions in EYFS, and KS1 following Rocket Phonics
- Guided Reading Session, led by a teacher or teaching assistant that have a specific reading focus
- Listening to stories on a 1 to 1 basis, in groups or as a whole class or school group
- Children are read to each day, from a selection of high-quality literature suited to each age group.
- Daily ERIC sessions (Everybody Reads in Class) - whole class opportunity to read for pleasure
- Independent reading activities
- Individual reading to another person (a teacher, a teaching assistant, volunteer, each other and we request that parents read with their child every day).
- Comprehension skills involving the specific reading domains.
- Incidental reading such as reading questions in lessons, topic research, instructions in DT, text focus in RE, a language rich environment in classrooms and around the school etc. • Dictionary and vocabulary work across the curriculum

## **Reading Schemes**

EYFS and Key Stage 1: we use 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 support 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 scribed reading books. These include: Rising Stars Galaxy, Oxford Reading Tree, 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 based on the Letters and Sounds order, 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 OTrack 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 (e.g. past SATS papers, Twinkl assessments, etc.) 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**

- Pupils will enjoy reading across a range of genres.
- Pupils of all abilities will be able to succeed in all reading lessons.
- Pupils will use a range of strategies for decoding words, not solely relying on phonics.
- Pupils will have a good knowledge of a range of authors.
- Pupils will be ready to read in any subject in their forthcoming secondary education.
- Parents and carers will have a good understanding of how they can support reading and home and contribute regularly to home-school records.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)