



# READING

## Intent, Implementation and Impact Statement



### INTENT

At St. Andrew's CEVA, reading is placed at the heart of the curriculum. It is our aim to engender a love of reading whilst teaching the vital comprehension skills which enable children to unlock learning for life. We believe that the teaching of reading is integral to a child's understanding of the world around them and is a fundamental life skill that enables them to access all areas of curriculum, equipping them for the challenges they will face beyond primary school.

It is our aim to have pupils that leave St. Andrew's as lifelong readers. In order to achieve this, children are encouraged to read widely and are exposed to a range of genres. Pupils have access to rich texts and are taught the skills required for in-depth reading and analysis. It is our intention that we develop readers that can read with fluency and understanding.

We provide rich, meaningful discussions around texts, where children can feel confident in contributing their ideas and are able to apply their skills. Speaking and listening are prioritised in order for pupils to build their vocabulary in order that they have a strong command of written and spoken language in order to express themselves effectively.

It is our intention that our reading curriculum is delivered through the systematic teaching of phonics, guided reading and opportunities to develop their reading for pleasure as well as hearing quality texts read aloud every day. We consider all of these elements essential to develop fluent, enthusiastic and critical readers.



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#### Independence:

I read at home at least 5 times a week or 10 minutes a day.

#### Ambition:

I can read books that challenge me.

#### Self-Control:

I look after my reading books and treat them with respect.

#### Perseverance:

I use my phonic knowledge and clues in the text to find the meaning of new words.

#### Integrity:

I enjoy reading a range of books for pleasure.

#### Responsibility:

I am actively involved in my guided reading sessions to improve my comprehension skills.



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## IMPLEMENTATION

The systematic teaching of phonics has a high priority throughout the Foundation stage and Key Stage 1. At St. Andrew's, we follow the Sounds-Write programme where our staff teach children the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Fidelity to the scheme ensure the progressive development of skills, so that children can decode effectively.

Our Phonics teaching happens on a daily basis and is taught in flexible groups, so that it is reactive to the changing needs of learners. Our Phonics programme begins in the Early Years and continues into Key Stage One, when the children have to complete the statutory assessment at the end of Year One. Further support continues into Year 3 and 4 to cover gaps in learning and, as required, for interventions across the key stage 2 to meet the needs and abilities of the individual pupils.

We recognise that high quality phonics teaching is essential, but also that additional skills and opportunities are required for children to achieve the goal of becoming well rounded readers. Reading is developed through whole class and guided reading sessions, using high quality text and focused skills sessions. Strong links are made between reading and writing so that skills and strategies can be developed between the two. Children read high quality fiction, non-fiction and poetry which are linked to their Talk for Writing Unit, their skills focused or to topics across the curriculum where relevant.



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### IMPLEMENTATION

Reading sessions are organised in a variety of ways to enrich pupils' experiences to include whole class, group and independent work. These include a variety of teaching strategies including Book Talk, reading fluency, vocabulary and comprehension skills.

Regular guided reading/whole class reading sessions take place to address specific group needs. Guided reading/whole class reading happens daily in upper key stage 2 and at regular intervals across the week in the rest of the school.

St Andrew's works within an overview to ensure the delivery and progression of comprehension skills across the key stages, working within a 2 week cycle. Teachers plan together (in year groups) to ensure consistency, progression and equality of access.

St. Andrew's has established a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon during their time with us. Alongside model texts, to support their writing, all classes experience daily class reading time so that they can listen to selected quality literature being read by their teacher. This ensures that children have access to more complex texts and engages them with authors and genres that complement the development of their vocabulary and their writing focus,

Vocabulary is of great importance across the school and children explore new words and their meanings in Never Heard the Word Grids and in their knowledge organisers across the curriculum. In key stage 2, children possess vocabulary books whereby they can explore interesting vocabulary, look at root words to gather understanding and widen their vocabulary through experimenting with synonyms and antonyms.

Home reading is encouraged and promoted through a Key Stage Reading Challenge. Children learning within the phonics programme, take home a book matched to their phonics level and are also encouraged to choose an additional book to share with their family at home. Following this, children continue to work through the school's reading scheme which is based on the Oxford Reading Tree colour bands. The books children take home are matched to their independent reading and comprehension level to ensure that they are able to develop their fluency and understanding whilst enjoying their reading.



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### IMPACT

The Reading curriculum is evaluated through variety of summative and formative approaches throughout the year. The results of these assessments inform future teaching and planning to identify areas for development:

Early Years Outcomes in the foundation stage

The Compass assessment system (Edison Learning)

PIRA Rising Stars reading assessments

Phonics screening tests

KS1 & KS2 national tests

Words per minute tests

Salford reading assessments

English Leaders and the SLT use a variety of strategies to monitor teaching and learning in Reading including listening to individual readers, tracking data and learning walks. We observe the teaching of Reading and feedback key findings both individually, to whole staff and liaise with governors.

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the results of statutory assessments. Our teaching of systematic phonics and reading enquiry enables pupils to become fluent and confident readers who can apply their knowledge and experience to a range of texts throughout the curriculum. Children have the opportunity to enter different worlds that reading opens up to them as they develop their skills and interest in books.