

# Reading Intent, Implementation and Impact

## **Intent: why have we designed our curriculum this way?**

Our intent is that every child will become a reader in our school. The teaching and learning of reading is at the heart of everything the children do. Whether reading for pleasure or across the curriculum, children learn to decode, comprehend, summarise, infer and predict texts, giving them access to the world of information around them. Reading will enable learning in all other areas of our curriculum, and vice versa. All children should leave our school with a love of reading, and the necessary skills to help them to flourish in their secondary education and in life. We aim to develop confident, fluent readers who enjoy a variety of literature and who can critically evaluate a range of text, both fiction and non-fiction as they prepare for transition into Key Stage 3.

## **Implementation: how do we carry it out?**

Reading is a fundamental element of our curriculum. As well as being taught discreetly, children in our schools learn to read in conjunction with all other areas of the curriculum.

As reading is a key priority, all children are read to by an adult every day. Texts are carefully chosen to match the children's abilities, age and interests and it is a time for everyone to enjoy. Throughout the school, English lessons are taught in a sequence which always begins with a high quality fiction or non-fiction text or video that children get to know and understand very well, teaching them new vocabulary, how to engage a reader and key comprehension skills.

In our EYFS settings we aim to provide a literacy-rich environment through exposure to a wide variety of written language and oral language, as well as creating opportunities for children to explore books through carefully constructed play opportunities, role play and the Arts. Children listen to a wide range of fiction and non-fiction books on a daily basis and this focus on reading equips them with cultural capital and preparation for future success.

As children start the school In the Foundation Stage, they follow the Letters and Sounds pathway with daily teaching of phonics. They learn all the letters and sounds that make up our language and begin to decode words and read. They have phonics books which are read in school in small groups and practised at home. These directly match the sounds they are learning or already know.

Daily phonics teaching continues into KSI. The children stay on the letters and sounds pathway and work towards a phonics screening at the end of Year One, which tests their understanding of decoding words – using their knowledge of sounds to read real and nonsense words. Alongside this, children have opportunities to learn to read individually, in small groups and with the whole class. Books are taken from the Big Cat reading scheme and are decodable and phonetically matched to the Letters and Sounds programme. Children are also encouraged to select a 'book to love' from the school library, which they can share independently and with an adult and read multiple times for enjoyment, changing daily if required. In Year 2, children work towards SATs and there is a shift in focus in lesson time to learning comprehension skills and vocabulary development.

At Key Stage Two, or earlier if a child is ready, pupils follow the Accelerated Reading Programme with the aim of ensuring children have books that are matched to their reading level and maturity, ensuring challenge, interest and progress. In addition, children are taught reading skills in whole class sessions and guided reading groups which require them to summarise, infer and predict as well as understand the meaning of new vocabulary.

In other areas of the curriculum, reading comprehension, vocabulary knowledge and understanding, communication skills and understanding different text types are all taught within the context of the curriculum theme that children are learning within and key texts are used as a springboard for other curriculum areas. This contextual learning allows for deeper understanding and greater application skills. Furthermore, whole school, cross curricular theme weeks based around high quality texts encourage the love of reading and the opportunity to immerse the children in reading a text alongside exploring art, drama and other curriculum areas.

*Everyone a reader.*

*Children who need additional support to learn their phonics and reading skills receive extra help in class through differentiated lessons or in interventions which take place outside of the classroom. These can be individual or in small groups and are led by teachers or teaching assistants.*

We further aim to enrich reading across the school by participating in a variety of opportunities including national events such as World Book Day and National Poetry Day; writing directly to authors that the children have read in class to give their writing a purpose; immersing children in online poetry performances and readings of high quality texts from authors as well as inviting parents into school to read with their children. In Key Stage 1, book boats, cosy nook reading areas and puppet theatres enable the youngest children to embrace their imagination and retell stories in an explorative manner. Alongside this, we create an ethos of excitement about reading across the school by utilising reading ambassadors in Key Stage 2 which involves older children reading with younger children and sharing their love and enjoyment of reading.

### **Reading At Home**

We know that support from parents with their child's reading plays a vital role in his or her progress. Our expectation is that children read or share books daily with an adult at home. Upper Key Stage Two children, who are reading independently, are expected to read daily to themselves and to an adult at least once a week. Children are rewarded in a variety of ways including stickers, golden tickets and certificates for regular home reading. In all reading diaries an insert in the front cover gives suggestions to parents on how to help your child make progress.

### **Impact**

We know that the approaches that we have implemented in the teaching and learning of Reading are having a direct and positive impact on the progress and attainment for our students. The progress in Reading has also been excellent, with a judgement of 'well above average'. At Kenn, our results showed that 93% of the children were at or above the expected standard, compared with the National average of 73%, and in Devon. The progress in Reading has also been excellent, with a judgement of 'well above average'.

In KS1, we are seeing a developing picture. At Kenn, 69% achieved the expected standard or higher. This is an area that we are focusing on to ensure that the new, increased expectations in Reading result in equally high outcomes. Phonics outcomes across both schools are good: at Kenn in the academic year 2018-2019, 87% achieved the expected phonics standard. From analysing the details of the impact of our reading curriculum, we have now fine-tuned our implementation, focusing on contextual learning that is engaging for all types of learners, and improved teaching and learning of core skills, such as phonics, high frequency word reading and vocabulary development. Alongside this, specific interventions and targeted support are given for SEND children and those in the bottom 20%. This cycle of curriculum development will continue, to ensure ever improving provision and outcomes for our readers.