



## ENGLISH- Reading

### Intent, Implementation, Impact Statement

	Key Points
<b>Our Intent</b>	<p>We are developing our broad, knowledge based reading curriculum, through rich engaging topics by: the modelling of and rigorous practise of comprehension strategies, the development of vocabulary knowledge, by promoting a positive reading experience and ensuring that all children ( including SEND and disadvantaged pupils) have plenty of opportunities to read.</p> <ul style="list-style-type: none"> <li>• Based around 2014 National Curriculum for reading with its 2 dimensions: word reading and comprehension (both listening and reading).</li> <li>• Each year group takes their objectives from their expectations folders (Focus Education).</li> <li>• Reading activities may be cross curricular linked to the main topic, science etc.; they may be linked to the writing unit/genre being explored in English lessons.</li> <li>• Children have a reading book, library book, reading record, reading buddy, magpie books, reading journal, a class reader</li> <li>• Each year group topic has a reading spine of key texts and topic vocabulary/knowledge builders.</li> <li>• Reading is taught through a combination of 1:1, shared and guided reading and is an integral part of the children's writing process.</li> <li>• We have developed our own reading skill characters that are used throughout the school e.g. the summariser, the clarifier, the sequencer, the predictor...</li> <li>• Foundation 2 and Year 1 use Little Wandle Letters and Sounds.</li> <li>• The core reading schemes are Collins Big Cat Phonically Decodable reading books and Oxford Reading Tree which has a balance of fiction, non-fiction and poetry books. Supplemented with Project X, Oxford Song Birds (phonically decodable) and stages 6-15 have free readers that match the stages.</li> <li>• We use visiting authors, illustrators, parent guest readers, librarians, book weeks, book fairs, Summer Reading Challenges, book competitions, book prizes, teacher lent books, book displays, inviting reading corners, reading buddies</li> </ul>
<b>Our Implementation</b>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Phonics-basic skills are taught using the review, teach and apply system.</li> <li>• Reading is an integral part of the writing process e.g. read outstanding examples of the genre (reading spines), explore the text as a reader, explore the text as a writer, modelled writing etc.</li> <li>• Each year group takes their objectives from their expectations folders (Focus Education)2014 curriculum.</li> <li>• Shared reading – whole class teaching of knowledge of fluency and reading comprehension – texts topic/subject based/ class reader – evaluations on plans.</li> <li>• Guided reading teaching comprehension skills – books topic/genre based – timetables available – evaluation sheets kept/ comment in reading diary, reading targets to be put on year group curriculum synopsis.</li> <li>• 1:1 reading by teachers, teaching assistants, parent helpers, parents- comments in reading diary</li> <li>• Fluency is monitored – children can't comprehend if their fluency is too slow –strategies used include: phonics, speed reading, modelled/echo, independent reading at pace</li> <li>• Reading interventions include: Rainbow Readers, Read It/Write It, Reading Coach, fluency development, extra targeted comprehensions</li> <li>• Staff training/development happens regularly in line with the school development planning.</li> <li>• Developing a reading environment to stimulate reading for pleasure/life is vital. We do this through: library time, story time, class readers, reading buddies, reading assemblies, teacher lent books, teachers sharing their favourite books, librarian visits, author visits, illustrator visits, quality texts/reading spines, parent reading workshops, reading ladders to promote home reads, bedtime story evenings, story clubs, book lending in the entrance hall</li> </ul>

- Pupil Assessment and Attainment
  - During lessons, children's learning is measured using shared or guided reading and 1:1 reading – children provided with verbal feedback/comments in guided reading books and reading diaries – inform future teaching, observations, key questioning, marking and annotation of children's work and other forms of Assessment for Learning. This is used to support the planning and development of teaching and learning in the short term.
  - Reading ladders/trees/weekly home reading checks are present to help monitor home reading. Any children that staff are worried about can have phonics, fluency and comprehension checks.
  - Whole school targets are set on a half term basis – targets are in the children's reading diaries and are displayed in class.
  - Provision maps and SEND targets are updated to support BA/SEND and disadvantaged pupils.
  - Summative assessments include using ROAs, NTS Assessments; SATs (Years 1 & 2); NFER tests, Phonics tracking and Phonic Screening and the schools 1-6 banding and CAP sample files to identify children's attainment during the year. This supports teacher assessment during the year as well as the Subject Leader's and SLTs monitoring of data to aid in planning for development of the subject and whole school targets.
- English Subject Area and School Improvement Planning
  - Subject leaders measure the impact of the implementation through monitoring activities, including; learning walks, questionnaires to staff and pupils, pupil voice, looking at evidence of pupils' work, analysis of teacher's assessments (including ROAs, CAP files, test scores, teacher assessments), and any other relevant evidence.
  - Subject leaders evaluates the impact and plans for future development of the subject for pupils and staff.
  - Subject leaders create an action plan, looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate).
- Overall Intended Impact
  - English is a subject that is engaging and enjoyable for pupils which fosters a love of reading.
  - Teachers have the confidence and knowledge to deliver a well planned and interesting curriculum to pupils using a range of resources and approaches
  - Pupils make good progress in their acquisition of reading skills, knowledge and understanding.
  - Children expand their understanding of vocabulary and access a variety of cross curricular genres of texts.
  - Staff evaluate the impact of their teaching and learning and develop their practice to suit the learners in their classroom.
  - Subject leaders can identify strengths and areas for development of the subject and act upon it in the interest of the school.