

Reading – Intent, Implementation & Impact



This Reading statement is underpinned by the school Curriculum Intent statement and our Church of England school vision of *'Love of Learning, Love of Life and Love of One Another'*

Intent

At Ruardean Primary School, we intend:

- To foster high ambition for **all** children and to provide appropriate ways for all children to develop skills and show their understanding in reading.
- To immerse pupils in the wonders of quality texts to instil a love and passion for reading.
- For children to become fluent, enthusiastic, motivated readers.
- To develop children's confidence in reading a wide variety of genres and text types.
- For children to have the skills to decode words in order to be able to read fluently with understanding of what they have read.
- To encourage a home-school partnership to enable parents and carers to understand how to enhance the skills being taught in school.

Implementation

At Ruardean Primary School, we:

- Plan and teach using the EYFS and National Curriculum, supported by a skills and knowledge progression.
- Use regular assessments to measure and track pupil progress. These include phonic assessments, NFER tests and PM Benchmarking. We collate these results using the INSIGHT tracking system.
- Teach phonics and early reading through **one** systematic synthetic phonics programme (Read Write Inc).
- Provide children with books to read in school and at home that match their phonic ability.
- Identify children that are not making expected progress and target them through specific phonic intervention which aligns to the SSP (RWInc Fast Track). Those that have a specific learning difficulty may access other forms of intervention as advised by external agencies.
- Ensure that children who have completed the RWInc programme and are therefore phonetically secure move on to read from our collection of colour banded reading schemes to further progression and challenge. These include: Oxford Reading Tree, Project X and Big Cat Collins.
- Use high-quality texts both to read in class and to drive our writing.
- Teach comprehension through oral discussion and in writing as appropriate to the stage of the children using VIPERS to enhance comprehension (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence-KS1/Summarise-KS2).
- Provide vocabulary and reading opportunities across the curriculum, ensuring we are covering all three tiers of vocabulary types to provide a rich and varied vocabulary to our children.
- Promote parental engagement and a love of reading through our 100 Books for Reading Challenge across the school. These texts have been chosen carefully by staff to reflect high quality and classic texts from a range of genres.
- Use our school libraries to encourage children to take books home regularly.

Impact

Monitoring through pupil voice, lesson observations and work scrutiny alongside assessments using our skills and knowledge progression documents with internal/external moderation will demonstrate that;

- All children will be able to read with confidence, accuracy, fluency and understanding.
- All children will make at least good progress from their starting points.
- Phonic attainment will at least be in line with or above the national average.
- They will be ready to access other subjects in their education both in primary and moving forward into secondary and beyond.
- Children will have a love of reading and story and will be able to retrieve information from factual texts.
- Children will have developed a rich vocabulary beyond that used in everyday speech which will be used to enhance their writing.
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.