English - Reading

Intent, Implementation and Impact Statement

Intent

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go” Dr Seuss

Reading lies at the heart of the curriculum at Aberford C of E Primary School. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success.

When our children leave Aberford, we expect them to be avid readers. Children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We also aim for our children to apply these English skills to all areas of the curriculum. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Implementation

As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and here at Aberford, instilling in children a love of literature is very important.

The teaching of phonics at Aberford, starts in Reception and continues through to Year Two. Phonics will continue into Key Stage Two, where necessary, to support those children who do not yet have the phonetical knowledge and skills that they need. As a school, we have developed our own phonics programme based upon the ‘Letters and Sounds (2007)’ documentation. We have used the ‘Letters and Sounds’ phonics document that was published by the DFE and adapted it to fit into our English curriculum. We also use the Read Write Inc (RWI) mnemonics to support our teaching.

Children in Reception, Year One, and Year Two have high-quality, daily, discrete phonics lessons, where they are taught the sounds from the English language and the different ways of reading and writing these sounds. The correct enunciation of sounds and the modelling of blending are extremely important at Aberford. We ensure that all staff are accurate and effective in their teaching of phonics.

The children have access to a range of reading books and we have ensured that our reading scheme is closely matched to our phonics scheme. Children in Reception and Year One will take a sound book home each week, that includes sounds that they have learnt that week in phonics. They will also take home a fully phonetically decodable book, matched to their stage of phonics. This book will be chosen by the child each week and will support their progression of reading skills and comprehension development. The children will keep these reading books for a week to become familiar with them and to build up their fluency. This is extremely important in a child's reading development and doing this at home gives them a chance to consolidate their reading in a relaxed environment.

The children in Foundation Stage and Key Stage One are read with weekly with either the teacher or the TA. The children are read with individually until they are mechanically competent when whole class reading becomes enough for their needs and enables them to progress. Children in Key Stage Two who are reading below their reading age are also read with weekly with a TA. Volunteer readers also support some children who require additional support.

**In KS1 and KS2,** Whole Class Reading has recently been introduced and aims to improve the reading skills of all pupils. It builds stamina and fluency for reading and develops understanding through the VIPER reading skills taught by teachers. Text choice is paramount in the success of this strand of the English curriculum and all texts used are age related. Staff model good reading through their use of intonation, expression and pace. VIPERS skills are taught explicitly in these lessons. In addition, KS2 have 20 minutes reading time 3 times per week to increase stamina, further develop reading speed using skills such as skim and scan and to delve further into the comprehension of a text.

Children across school have opportunities throughout the school week to read for pleasure. We have a weekly visit to the school library and encourage our children to visit the local library.

 Impact

By the time children leave Aberford C of E Primary School they are competent readers who can: recommend books to their peers; have a thirst for reading a range of genres including poetry; participate in discussions about books, including evaluating an author’s use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects in the curriculum, and communicate their research to a wider audience

* 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
* Increase their pace and stamina for reading.
* Increase confidence in reading aloud
* 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
* The will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)