



## Statement of Intent for Reading

**Experience Success** ↔ **Build Aspiration**

*“Until you spread your wings, you’ll have no idea how far you can fly”*

*Respect • Resilience • Responsibility • Compassion • Curiosity • Trust*

At Bowerhill Primary School our **INTENT** is to enable ALL children to **EXPERIENCE SUCCESS** through **BUILDING ASPIRATION** within them. Equally as important, to **BUILD ASPIRATION** through the **SUCCESS** they **EXPERIENCE**. We want all children to experience just how far they can fly! We will do this through all the opportunities we provide them with, including our curriculum.

### **Intent**

At Bowerhill, we intend for all pupils to:

- Have the skills required to decode words successfully, in order to be fluent readers so that meaning can be made from any text.
- Become enthusiastic and motivated readers.
- Experience a range of high-quality texts to support their curiosity of the world around them.
- Increase their vocabulary as they practise reading and speaking in a range of contexts.

### **Implementation**

#### Phonics

In early KS1, there is a greater emphasis on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Within daily Little Wandle Letters and Sounds revised phonic sessions, children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways. See phonics and early reading policy.

#### Reading

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Children are taught how to use a range of reading strategies during a 20-30 minute reading session, 4-5 times per week. These strategies are taught in a

variety of ways, through whole class, group and individual reading work using a text closely matched to the skills being taught. These reading sessions in Years 2-6 are planned alongside the English weekly plan following the integrated 3 phase Reading approach (see English policy).

#### Daily keep up sessions

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

#### Home reading

- When children are able to read words with phase 5 GPCs and the tricky words for their age expectations fluently, they are free readers. This occurs in Year 2 onwards. Teachers pay close attention to books children choose and monitor these choices to ensure children are fully engaged and books are appropriately challenging.
- Children from Reception onwards have a home reading diary. The parent/carer records comments to share with the adults in school and the adults will sign/stamp daily to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read. An adult is still expected to sign each reading entry in the diary.

#### Reading for pleasure

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Bowerhill and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- The school library is made available for classes to use. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops).

#### Impact

English skills are the skills we use every day of our lives. As outlined in our school aims, we ensure every child has the opportunity to challenge themselves and experience success, through the development of succinct progression of these English skills. Every child should be a fluent reader in order to understand the world around them and to bridge the path between our internal ideas and imaginings. Literature plays an important role in the development of children intellectually, socially, emotionally and culturally.

## Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
  - o daily within class to identify children needing Keep-up support with secure fluency of GPCs, words, spellings and comprehension.
- Summative assessment is used:
  - o every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keepup support that they need.
  - o by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

## Statutory assessment

- Children in Year 2 sit the KS1 Reading SATs paper 1 and 2. This, with teacher assessment, provides KS1 Reading data.
- Children in Year 6 sit the KS2 Reading SATs paper.