

Reading Intent, Implementation & Impact Statement

At Drove Primary School we give children “The roots to grow and the wings to fly”.

In order to achieve this, we have carefully designed a curriculum which is underpinned by 4 Golden Threads:



Our Intent for our Reading Curriculum:

At Drove Primary School, our 4 Golden Threads underpin our curriculum intent enabling our pupils to achieve the following in Reading:

- Develop a love of and thirst for reading that is sustained throughout life
- Appreciate a diverse and wide range of texts, genre and authors
- Secure skills that are fundamental to being a successful reader: phonics, retrieval, fluency and comprehension
- Read with fluency, prosody and expression
- Develop a rich vocabulary that is applied to speech and writing

Our intent is for children to be immersed in a range of genres and age-appropriate texts. We aim to incorporate our school values through our chosen texts and during our lessons. Our intent is to develop the habit of reading widely and often, for both pleasure and purpose. We aim for all our children to acquire a wide vocabulary for reading, writing and spoken language. We aim to ensure all children are given exposure of a rich range of vocabulary through the use of quality texts in English and the high level of language used by all adults in school as well as the systematic teaching of vocabulary. The effective teaching of reading is linked closely to our teaching of writing to enable high quality outcomes for pupils. Our English curriculum is carefully planned and sequenced in units to build on prior learning. Our intent is for children to be able to understand a text in depth and be able to answer a range of questions to show their understanding. We aim to embed and provide a lifelong love for reading in all children no matter their ability, background or home life.

Implementation:

The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure the aims of the National Curriculum are met, and it has been used to inform the choices we have made about the content that we teach at Drove Primary School. At Drove Primary School, high-quality texts have been identified to underpin our Reading curriculum. In Early Years and Key Stage 1, we implement the teaching of Systematic Synthetic Phonics, using *Rocket Phonics* as our chosen SSP.

From year 1, our Reading curriculum is implemented through a structured and progressive 3 phase approach, which immerses pupils into a text/section of text, whilst they develop reading skills: Pre-phase equips the children with the information and understanding they will need to access the high-quality text for the term. This is before the book is shared with the children as we believe, this gives our children an equal starting point within their learning. In a Non-fiction pre-phase, subject knowledge, language and genre features needed for the sequence and end of phase write will be discussed and explored.

Phase 1 allows time to teach reading skills using our integra-based aims. This will be based around the core text and any supplementary texts. Children will engage in active reading lessons during this phase, where our sequences are planned to offer real life and hands on experiences, creating a range of opportunities for all children to be immersed in and engaging with language.

During Phase 2, children are explicitly taught how to use a range of strategies effectively when answering comprehension questions. These are taught across the school through whole class reading – where teachers and children engage in a text and answer a range of comprehension questions. Additionally, children are able to practise developing fluency and prosody by reading the same section of text for two days. Our teachers use the ‘I do, we do’ model to support the teaching of reading. Teachers model explicitly the skills needed to answer different types of comprehension questions.

Impact

Our intended impact is that by the time our pupils leave Drove Primary School, they will have developed:

- A love of and thirst for reading that lasts a life time
- An appreciation a diverse and wide range of texts, genre and authors
- A secure set of the fundamental skills that enable them to be successful readers
- Fluency, prosody and expression when reading a range of texts for different purposes
- A rich vocabulary that they apply to their speech and writing