

Reading - Intent, Implementation and Impact

| Intent | Implementation | Impact |
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| <p>For pupils to succeed in education, reading has got to be a priority, we ensure that this is the case at Maryport Church of England Primary School. Pupils' reading ability and knowledge acquisition are of great importance, with the associated costs to the lives of individuals and wider society being enormous (World Literacy Foundation 2015). To give the children the best possible success in reading children begin their reading journey following a phonics-based approach using Read Write Inc to help young children crack the 'alphabetic code'; immersion in text to develop word-recognition skills; and the influence of knowledge, processing and cognition on wider comprehension. Our aim is for all pupils – irrespective of their needs, abilities or background – to learn to read fluently and with understanding. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. Once children can decode text effectively, we aim to build word recognition and develop comprehension skills in order to produce secure, confident, independent readers who enjoy and understand the benefits of reading.</p> | <p>The direct teaching of reading starts with oracy and phonics. We follow the Read Write Inc phonics programme, with this being complimented by purposeful talk and the use of shared reading experiences that expose pupils to a wider range of vocabulary, syntax and sentence structure. As part of the RWI programme, children have a daily phonics lesson in which they participate in speaking, listening and spelling activities that are matched to their developmental needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged, and to identify those children who may need additional support. Once pupils' decoding skills are secure, they undertake structured whole class reading comprehension lessons three times a week. Pupils will continue to access the RWI programme in KS2 if their decoding skills are not secure at the end of KS1. For those above RWI levels but still in the bottom 20% they access 1:1 Catch up Literacy sessions and participate in smaller group reading comprehension sessions.</p> <p>By KS2, we expect the majority of pupils to be ready for the whole-class reading sessions that are undertaken three times a week. The focus here is on vocabulary development, the development of specific reading skills and immersion in a wide range of texts. We use the VIPERS strands to ensure all reading question strands are covered. Within these lessons children have the opportunity to work independently, improving spoken language with a group or partner by discussing and rehearsing answers and as a whole class where children debate and explore their answers together.</p> <p>These lessons use a range of genres pitched to age related texts, links are generally made to topics covered in class and things happening at certain times of the year in order to further develop contextual knowledge and understanding. Specific iconic figures, novels and songs are covered over each year group to ensure children leave primary school with a strong culture capital.</p> <p>Teachers model reading and reading fluency daily in whole class story time. Books are selected carefully to make curriculum links where necessary and to ensure a range of genres are covered over the year. Books are changed on a half termly basis. All class stories have been selected through literacy specialist recommendations. These are all pitched at challenging for at least half of the class to read independently. This therefore exposes all children to the rich vocabulary even if they would struggle to read it themselves.</p> <p>Furthermore, KS2 writing lessons are based on an approach that focuses on the development of word- and sentence-level understanding, with many of the activities making use of skills that will enhance pupils' comprehension of written language.</p> <p>We also aim to promote reading for pleasure as this itself plays a major role within reading development. We are aware that promoting reading in this way can also provide our pupils with a creative outlet and an alternative to the digital distractions that can affect their personal wellbeing. We use Accelerated Reader to ensure that reading books are of the correct level, quizzes on Accelerated Reader are monitored closely by all staff. UKS2 also use Reading Plus to increase their fluency and comprehension in reading.</p> | <p>IMPACT We measure impact through learning walks, book scrutiny, formative and summative data, and pupil/parent/teacher voice. Subject Leaders meet termly to evaluate impact and assess pupils' learning</p> |

