



# St Barnabas

## Church of England Primary Academy

A member of **CDARI**

**'Achieving great things through learning and growing together in a love-filled Christian family'**

**'That they shall have life, life in all its fullness!' John 10:10**

## **Writing Intent, Implementation and Impact**

### **Intent:**

At St Barnabas, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our pupils to see beyond what they know, share in cultural experiences and develop the vocabulary they need to express themselves. Our reading curriculum strives to foster a lifelong love of reading. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully enjoy, comprehend and understand a wide range of texts and vocabulary. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts.

### **Implementation:**

Reading is an important part of our curriculum and is an integral part of all of our lessons. We use reading as a fundamental part of all curriculum planning and development to support and enhance our pupils' reading ability across the wider curriculum and immerse them in a language rich environment.

**To achieve this at St Barnabas:**

-We teach synthetic phonics in EYFS and Key Stage 1. The acquisition of reading is incorporated in the Bug Club Phonics Programme. Through this programme, the pupils are taught the essential skills needed for reading. Phonics is taught daily to all pupils in Foundation Stage, and Year 1 and its delivery is underpinned by continual assessment, allowing teachers to identify gaps in learning and use this to inform subsequent planning and intervention. The children have reading books which they are encouraged to read regularly at home which match their current phonics level. This enables class teachers to deliver a tailored learning experience for our pupils at St Barnabas.

-We follow a carousel guided reading approach from Years 2-6. The primary purpose of the lessons is modelling skills, with assessment secondary. The teacher selects a high-quality text that will challenge all pupils within the group. These lessons are built around the teacher reading high-quality and challenging texts, which are dissected by the group through high-level questioning and discussion. Pupils work on activities that help them to understand new vocabulary and develop their comprehension of the text, ensuring that our pupils are able to make justified responses using evidence from the text. They are also taught to develop their ability to understand the author's intent, connections and links to their own experiences.

-We maximise opportunities for pupils to read through our foundation subjects. These lessons support the teaching of reading whilst increasing pupils' knowledge, understanding and technical vocabulary associated with the subject being taught.

-We have a timetabled daily storytime session across school. This is an opportunity for all pupils to hear the teacher reading to the class, modelling fluency and intonation whilst helping pupils to get to know and love all sorts of stories, poetry and information books and extend their vocabulary, comprehension, as well supporting their writing.

-In both KS1 and KS2, our taught English units begin with a reading phase. Pupils explore a wide range of fiction, non-fiction and poetry within this phase as we recognise that reading development is closely linked to that of writing, for

it is when given opportunities to reflect upon and discuss the texts they encounter, that pupils truly understand the writing process and are able

to write in a variety of styles and forms appropriate for the intended audience

-We prioritise the assessment of reading. Pupils are tested each half term to assess their reading level, ensuring that pupils are reading the most appropriate books. In EYFS and KS1, all pupils are listened to a minimum of once a week. In both key stages, pupils identified as needing additional support with their reading will be listened to a minimum of three times a week. This is to support them in meeting the expected standard in reading.

-We know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Therefore, we work hard to foster a love of independent reading and build communities of engaged readers. To support this, our library is regularly updated with newly published books, and those that have been requested by our pupils.

-We understand the significance of parents and carers in supporting their pupils to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their pupils with reading at home.

### **Impact:**

By the time pupils leave St Barnabas, we aspire that all pupils are fluent, confident and enthusiastic readers, who can recommend books to their peers, access a range of texts for pleasure and enjoyments, as well as use their reading skills to unlock learning in all areas of the curriculum. They have a thirst for knowledge, can read a wide range of genres and confidently participate in discussions about what they have read. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.