



Writing Intent Statement for St Mary's Broughton Gifford Primary School

Our School Vision

Our vision, as a Church of England primary school set in a caring and nurturing village community, is deeply rooted in strong Christian traditions. We aim to develop happy people with enquiring minds and a lifelong love of learning, who are inspired by the world around them. We will ensure that they have the skills, knowledge and adaptability to thrive and flourish in life.

The Bible verse that sets our vision statement in context comes from the words of Jesus:

"I have come that they may have life, and have it to the full." John 10:10.

Our Curriculum Pledge

At St Mary's Broughton Gifford Primary School, our curriculum pledge is:

- We promise that we will have the highest expectations for all
- We promise that we will uphold our school Christian values
- We promise that we will all be inspired, excited, engaged and curious learners
- We promise to nurture life-long learning

Reading Intent

Our aim is to develop a love of reading and a desire to read for pleasure as well as for purpose. Research shows this has a positive affect not only on a child's reading ability but also on their knowledge and understanding across the curriculum and the wider world.

At St Mary's Primary School a high priority is given to reading throughout the school. We do this by creating book areas in classrooms, having a school library which hosts a variety of reading genres and celebrates diversity. We promote a culture of reading through a print rich environment, attractive book displays and promoting the written word at all times.

Reading Implementation

At St Mary's Primary School, Reading is taught through a range of approaches:

- Whole class reading that develops listening skills, a love of stories and reading for pleasure. Children will listen and respond to questions, predictions and vocabulary choices as appropriate to their level. This approach enables children of all abilities to be exposed to high quality texts and vocabulary which wouldn't be accessible if reading independently.

- Shared reading that immerses children in the pattern of story and features of text types. This happens in English sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
- Independent reading in school and at home. Books are sent home with the child's Reading Record to help communicate progress and targets with parents. We share our expectations with parents that children should be reading at home daily whether with an adult or independently. In Foundation Stage and Key Stage One children take home a levelled reading scheme book in line with our systematic synthetic programme, Little Wandle. The reading scheme books have a controlled vocabulary and therefore children are moved through the stages as they are able to read the key words. Reading a levelled book also enables them to understand what they have read. At St Mary's Primary School, there is a range of decodable reading books available for the children to read which are matched to the phase they have been taught. We believe this ensures that the children can fully access the text they are reading.
- In KS2, after progressing through the levels, children become free readers and may choose their own chapter book to take home and these are changed regularly. Some children in KS2 are also given scheme books to further support their reading skills if required.
- Reading to an adult 1:1. Each class teacher endeavours to listen to a child read regularly either 1:1 or as part of a reading group. When key children are identified as needing additional support with reading, they are listened to more frequently by either the class teacher, TA or a parent volunteer. This is tracked and monitored by the class teacher.
- We have a print-rich environment in classes which promotes functional language. Within the classroom, the reading area is attractive and inviting. Books are clearly accessible and changed regularly to coincide with topics or interests. These are also supplemented by books and resources from the Wiltshire Learning Resources Hub. Books are also displayed and promoted around the classroom and the whole learning environment of the school. The key text/s being read that term are visible in the classroom and children can confidently talk about them. Book and audio tapes along with story props and puppets enhance the reading environment in the EYFS classroom.
- The school library provides reference and reading materials for children and teachers. We pride ourselves in being able to celebrate diversity with the wide range of texts we host in our library. We also firmly believe they are of a high quality which further engages and stimulates reading.

The summer reading challenge is promoted and celebrated each year.

Opportunities for promoting books with boys is constantly sought. These include sharing books with boys and ordering boy friendly books from the Swindon and Wiltshire Library Resources. Boy friendly texts are also chosen in class by teachers to read as a class book or for writing activities.

Reading Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured yearly using the statutory assessments at the end of FS, Key Stage One and Two. In addition to this, phonics is tested at the end of Year 1 and children who do not pass are retested in Year 2. These results are measured against the reading attainment of children nationally. In year groups 1,3,4 and 5, teachers use their own assessment and the HeadStart tests to make a judgement regarding a child's reading achievement.

By the time pupils leave St Mary's School they will:

- Have an appreciation of a range of genres, cultures and authors.
- Will have the fundamental lifelong skill of being able to read and do so fluently.
- Have a secure understanding of books that they read.
- Have a wide range of vocabulary which they can apply to speaking and writing.
- Have developed and sustained a love of reading.