Reading Intent, Implementation and Impact

A book can take you anywhere…

At Pulford Lower School, we value reading as a key life skill and are committed to enabling our pupils to become lifelong readers, who enjoy and understand the value of reading, allowing them to use this skill to open doors to their futures.

They learn to read and then read to learn.

Intent

Our aim is for all pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move throughout the school. We aim to instil a love of reading in all pupils enabling them to read for purpose as well as for pleasure.

Each pupil should have the opportunity to develop:

- Fluency and accuracy when reading throughout the curriculum.
- Excellent phonic knowledge and skills.
- Excellent comprehension.
- An extensive vocabulary and love of words.
- Enhanced knowledge gained through reading.
- The ability to discuss what has been read and understood.
- A love of reading for both purpose and pleasure.

Implementation

We encourage a love of books and of reading by providing a rich reading environment in our classrooms and in our school library, ensuring children are provided with access to good quality books, from a wealth of publishers and authors. Reading is encouraged and taught throughout almost every lesson during the school day. Quality texts are incorporated into all curriculum areas as well as in English lessons, where stories are often used as a stimulus for writing. Throughout the school, teachers read aloud to children on a regular basis. We read and share a wide range of good quality fiction, non-fiction and poetry. The school takes part in the World Book Day event each year as well as arranging author visits and talks.

We teach the Early Years Foundation Stage Curriculum and National Curriculum for Key Stage 1 and Lower Key Stage 2.

In the Early Years reading is part of the specific area 'literacy'. Early reading skills are developed through sharing high quality children's literature on a daily basis. There are opportunities to revisit books, join in with stories and role play. The teaching of phonics begins in nursery with phase one, using the scheme 'Unlocking Letters and Sounds' *(This scheme is currently being purchased and will be fully resourced and in use from September 2022). Phonics teaching continues through Reception covering phases 2, 3 and 4. Whilst in Key Stage 1, phase 5 is taught in year 1 and phase 6 in Year 2. Progress is carefully monitored with regular assessments and interventions provided where required. In lower Key Stage 2, the Sounds-write programme is used as the intervention strategy for those needing extra support. From Autumn 2022, following training, this will be ULS in line with the rest of the school.

Reading Scheme Books

Good links with home are established and information and advice about how parents can help at home is provided. In Reception once children can blend sounds to read words they begin on the structured reading scheme. In Key Stage 1 children continue to progress on the colour coded reading scheme.*(These books will all be matched to our new phonics scheme from September 2022). In lower Key Stage 2 children continue with a colour coded scheme for home reading books, mainly using The Big Cat Collins reading scheme books. Pupils nearing completion of the reading scheme become 'Free Readers' and have access to books sourced from the classroom and library. Pupils will receive a new text as soon as the previous one has been completed and monitoring of the genres, authors, and challenge is supervised by the teacher.

Guided Reading

In Key Stage 1 guided reading in small groups takes place regularly, using a variety of reading scheme books, as well as 'real' books and books linked to other curriculum areas. Pupils have access to individual copies of the same text and take part in discussions guided by the adult. Children in Lower Key Stage 2 have weekly Whole Class Reading Sessions. During these sessions the children are taught the skills of reading using a shared text that they read together. The teacher selects a high-quality piece of literature to challenge all pupils at level beyond that at which they can read independently, this can be linked to a topic to benefit other areas of the curriculum. The learning objective is the same for all pupils. The teacher reads the text to the class, modelling fluency, intonation and comprehension. Then through skilful questioning the link is made to vocabulary and understanding of the text. The children then take part in activities based on what they have read. This can be done in pairs, individually or in groups.

Impact

As a result of our teaching of reading at Pulford you will see pupils who have become fluent and accurate readers throughout the curriculum. They will have developed and be able to utilise their phonic knowledge and skills confidently. They will be able to engage in conversations about the books they have read for both purpose and pleasure, demonstrating their understanding of the text as well as offering opinions and recommendations, but above all they will have developed a love for reading.

A measure of the impact of our reading curriculum we be the assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- We will also measure the impact of our reading curriculum through regular teacher assessments using the Key Performance Indicators, drawing on a range of evidence to inform judgements.