Intent, Implementation and Impact in Reading

Intent	Implementation	Impact
- It is our vision to distil a lifelong love of Reading within our pupils. - We believe all pupils should be taught essential skills of the strategies to read to a good standard. - Books children read should be of a good quality and reflect thor reality and our diverse school community. - From EYFS up to KS2, our pupils will build up a body of key foundational skills such as to read and write fluently. - Pupils will have a sound understanding of phonics and know how to use this when tackling new words. - We provide our children with wider opportunities in English and make links to other subjects to use their reading skills.	- We maintain a high level of subject knowledge of reading in our school by regular training and professional development. - Phonics is taught daily in Foundation, Year 1 and to Year 2 or Year 3 children who have not passed the Phonic screening in Year 1 using the Little Wandle Synthetic Phonics Scheme. - In our school we strongly encourage all pupils to use terminology that can support them in reading such as 'digraphs' and 'chunking'. - Regular monitoring shows that our children understand and apply strategies to support their reading. - Children are provided with regular opportunities to use and develop strategies for reading across the	- Children enjoy and are enthusiastic about reading in our school, at home and in the community. - There is a clear progression of teaching phonics - Children's use reading skills effectively across the curriculum. - Children are becoming increasingly independent in reading and choosing to read for pleasure. - Interventions close gaps in phonics and reading. - Standards in reading at the end of the key stages are good and issues arising are addressed effectively in school. - Teachers' judgements are moderated internally and externally where appropriate.

- Teachers plan and challenge pupils based on the progressive curriculum maps, adapted to our school and our needs.
- We monitor our schools progress in reading regularly in line with our English policy.
- Train all staff effectively to teach Little Wandle EYFS/KS1 from September 2022
- In KS2, children will learn strategies to understand new words and meaning through morphology, word classes, subject specific vocabulary.
- Weekly homework informs parents in KS1 what sounds and spelling patterns have been taught that week.
- Our parents are supported to understand the terms and practices we use ins school to teach reading. Videos on our website will show parents how they can share a reading book at home including echo reading
- We have whole school events including Book Fairs, visits from authors to inspire our children with their reading.

- curriculum.
- All teachers read high quality texts to their class daily that age pitched appropriately for their age.
- Any children not making the expected progress have 1:1 or small group intervention as soon as needs are identified.
- Guided reading is timetabled and planned for at least 4x a week - preread, read, reread
- Children choose their own sharing book to take home to support reading for pleasure -this may not be de-codable but require support from an adult
- Children's reading book is closely matched to their knowledge of phonics
- Teachers read at least 3x a week with lowest 20%
- Adults across the school use echo reading to support fluency and prosody
- Teachers will plan time to teach subject specific vocabulary
- Our library stock is reviewed annually and budget is set aside for purchasing new texts that

- Our SLT and governors are kept up to date with developments in the way reading is run in our school with subject reports, action plans and review meetings.

	represent our school community, our curriculum and the latest publications. ● We administer termly Headstart Comprehensions to measure progress in writing comprehension skills and identify strands of reading that need further development	