



Henham and Ugley Primary and Nursery school

Reading

Statement of Intent, Implementation and Impact

Intent

To deliver a curriculum which:

- Develops children's belief in themselves as learners by instilling a love of reading.
- Fosters a love of reading and instils a reading culture that emphasises that we all belong to a reading community and this provides different opportunities to engage with others in reading both in school, at home, in the wider community and online.
- Ensures no child leaves school without the basic skill of reading in order to further their life chances and become successful in their future learning.
- Values the emphasis on both the mechanical and comprehension elements of reading and ensures that both are taught as effectively as each other.
- Is progressive and challenging for all children.
- With careful design and planning, means that we build in many opportunities for repetition, practise and application of essential knowledge and skills in reading across the curriculum.

Implementation

Teaching and Learning, Content and Sequence

- Children are taught knowledge and skills that are in line with national expectations.
- The Reading objectives and learning agreement shares the teaching of reading knowledge and skills across Years 1 to 6: teachers are equally accountable for the content, progress and attainment of children and their development in reading.
- In Y1, there is a greater emphasis on the mechanical teaching of reading with phonics being the central way this is developed. In the Autumn term, phonics takes place daily and children are supported in their reading on a 1:1 basis. Children are taught the skills of comprehension through morning work activities, topic lessons and during English lessons. Reading also forms a central part of continuous provision so that children are given many opportunities to apply their reading skills. As the year progresses, children move towards the whole school model of reading regularly each week, as well as continuing the daily phonics.
- Phonics is taught daily from Foundation Stage through to Y2 and planning is based on 'Letters and Sounds' to ensure progressive teaching. Further reading support is provided from Y3 – Y6 for those children who leave Y2 without meeting the phonics standard to ensure they are not disadvantaged in anyway.
- From Y2 – Y6, the focus of teaching is on developing comprehension skills which are taught through 3 x 30 minute sessions per week focussed on clear, reading objectives linked to the content domains. Children are exposed to a range of different text types, which supports children's ability to 'read and respond' using a range of skills and ensuring children develop their higher order thinking skills.
- Children are exposed to texts which allow them to read independently but that are challenging, show the objective skill clearly and ensure they develop a wide range of vocabulary that they may not have met.
- More vulnerable children are taught alongside the class within the reading model and will work on similar objectives where possible. Texts will be selected to ensure they can work independently and further their mechanical reading skills.

- Dedicated reading time will take place in the classroom - for 15 minutes a day to support the development of a love of reading and provide an opportunity for them to read widely.
- Shared reading, where an adult reads to children with minimum disruption, is encouraged every day to ensure children's vocabulary and love for reading is developed.
- We encourage parental involvement in children's learning through home reading activities.
- Reading resources are selected to enhance the wider curriculum subjects and provide opportunities for application of reading skills.

Leadership, Assessment and Feedback

- The leadership of reading is the responsibility of the English leader and the Headteacher. The English leader has a clear role and has the responsibility of overseeing the progress of all children in reading and phonics.
- Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who is ready for greater stretch and challenge through planned questioning or additional activities.
- Summative assessments are made of children's learning periodically. Children are assessed on their level of understanding of the reading objectives and a summative judgment of the child is made towards the end of the year in order to feed into the next academic year's learning. These assessments are fed back to parents in the end of year report.

Impact

- A scheme of work in place which supports progression in the teaching of reading.
- Ensuring a positive impact on children's outcomes must be continually evaluated alongside the changes being made to pedagogy to confirm that the learning journey approach allows children to acquire the skills of reading at a more proficient level than they currently are.
- Pupils' love of reading is an area which school is developing so that it becomes a culture in school, driven by the children.