

English

Reading - Intent, Implementation and Impact

Intent:

At the Duke of Bedford Primary School our intent is that every child becomes a fluent reader by the age of 7 (end of KS1) to enable them to access life long learning across the curriculum. We aspire for all of our children to have access to a rich, diverse and varied reading diet that fosters a love of books and reading. In turn this will create independent readers and thinkers that can make independent, informed choices about their books and what they enjoy most.

Implementation:

Across our school we endeavor to expose our pupils to a wide range of high quality, engaging and inspirational texts. Teachers in each class will enjoy sharing a class reader with their pupils. Each unit of writing is based around a carefully selected vehicle text that the children have the opportunity to read and explore before composing their own writing.

Our class reader and the texts used as part of our whole class reading sessions are chosen from our 'Core Reading spine' which is a collection of age-related texts from a range of genres including classics to up and coming award winning authors.

EYFS and Key stage 1 children will access 2-3 Little Wandle practise reading sessions per week. These sessions will focus on fluency, prosody and comprehension and the books are closely matched to the child's phonic knowledge.

Year 2 and Key stage 2 take part in daily whole class reading sessions that focus on the Reading vipers. Pupils engage with texts and extracts using the comprehension skills of: Vocabulary, inference, prediction, explanation, retrieval, sequencing and summarizing.

We encourage parents and carers to support with reading at home. Children on the Little Wandle Phonics program have access to home reading books that are matched to their phonic knowledge. In addition to this children will bring home a class library book to share at home until the child is assessed to become a free reader.

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 using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

Regular formative and summative assessments ensure that children make good progress in Reading.

How we assess in:

Phonics:

- Phonics Screening Test at the end of Year 1. •
- Half termly Little Wandle assessments to ensure children are keeping up and making progress.

Reading:

- Regular individual reading with children: this allows teachers to ensure children are reading texts at the right challenge and also allows teachers to discuss reading preferences and make recommendations for further personal reading.
- Termly Pixl tests that will be analysed and used to pinpoint areas for development for the whole class and individuals.
- Previous SATs papers in year 2 and year 6 to measure attainment against national standardised scores.