



## Intent, Implementation and Impact in Reading

Intent	Implementation	Impact
<p>The intent of our reading curriculum is to design a curriculum, which promotes the importance of reading as a lifetime skill, providing children with enjoyment and excitement and an opportunity to gain information about the world around them.</p> <p>We deliver whole class text based reading sessions that are creative and engaging, aiming to develop all children as readers.</p> <p>It is our intention to enable children to read with fluency, prosody and comprehension through our rigorous approach to the teaching of reading. For children to</p>	<p>All pupils receive a daily, taught whole class reading session (30 minutes a day). They are also given AR reading for pleasure time throughout the day e.g. during registration.</p> <p>A dedicated DEAR (Drop Everything and Read) session takes place daily where children are given extended time to read for pleasure. During this time, they may also visit the library to select a new AR book from the hundreds on offer. Supervised by a dedicated TA, Year 6 Reading Champions are on hand to advise on book selection in the library and books are regularly updated and are engaging and age appropriate.</p> <p>The whole class reading sessions are based upon a range of high quality texts of different genres and teach essential reading skills in line with our sequential reading curriculum, which promotes love of reading and exposes children to a variety of literature types and authors. The curriculum also aims to promote children's diversity of different cultures.</p>	<p>The impact of our reading curriculum is that children are able to express preferences and give opinions, supported by evidence, about different texts, after being exposed to a wide range of literary styles, authors and genres.</p> <p>Children have a passion for reading and continue to read regularly for pleasure and for information as they grow older. They talk enthusiastically about what they have read and authors they enjoy. They engage with the class text and look forward to hearing the rest of the story.</p> <p>Children are able to apply their reading skills to all areas of</p>

acquire strategies to enable them to become independent learners in reading (for example, how to tackle unfamiliar words when reading).

We intend for our children to develop a love of reading for pleasure, as well as for information by reading daily and widely.

We want children to be able to read with speed whilst maintaining understanding of the text.

As our pupils progress, we intend for our pupils to be able to acquire new vocabulary; make sensible predictions; use inference and deduction confidently and be able to find evidence in the text to support their opinions.

Pupils complete a Star Reading Test at the end of each term. This informs the class teacher of each pupil's reading age and the appropriate level books they should be reading. Class teachers can use this information to generate reading targets for each pupil.

All pupils take home Accelerated Reader reading books and are expected to read regularly at home (an expectation of at least x3 a week). Children are assigned a mini ZPD range that covers a range of AR levels in order to widen choice and engagement.

Pupils record their AR reading in Home Reading Records. Parents are expected to sign these when they have listened to their child read; they may voice any opinions or concerns within these reading records if necessary. These reading records are checked regularly.

Pupils complete an AR quiz after completing a book. This tests their understanding of the text; as the pupil strengthens their reading comprehension, they may move up to the next AR mini-ZPD range. The quizzes also inform each class teacher how many words each pupil has read and pupils receive certificates to recognise this effort. Likewise, class teachers incentivise home reading with Dojo points and a number of rewards.

the curriculum so they can confidently read for meaning.

Children have good reading stamina, which helps prepare them for their next stage in education.

Pupil consultations and benchmarking, based on the reading curriculum, takes place annually. Areas for development are identified and shared with staff and any adjustments are actioned.

#### Nfer:

We follow the Nfer assessment calendar and assess 3 times a year for Yrs 3-5 and 4 times a year for Year 6. These assessments help class teachers to gather a deep understanding of their pupil's existing understanding of topics. Through forensic use of QLAs teachers are able to identify strengths and areas

<p>The mapping of reading across KS2 shows clear progression in line with age related expectations and sufficiently prepares them for their next stage of learning in KS3.</p>	<p>Both greater depth and struggling learners are given small group, 1-2-1 and/or timetabled intervention in order to ensure every child is reaching their full reading potential. Our monitoring is reviewed at least termly and target children are selected for further support.</p> <p>To encourage and promote enjoyment in reading, events take place often throughout the year. These include events such as book fairs, author visits, World Book Day celebration, reading festivals, parent/child reading sessions, and collaboration with local schools to share books.</p> <p>Teachers read out loud regularly to their class, modelling fluency, prosody and use of expression. Teachers choose texts based on their own and the children's interests, topics covered in class and new, exciting recently published texts covering diverse, current themes from a range of authors. The aim of these sessions is to inspire a love of reading and create a shared experience of high-quality, engaging literature.</p> <p>We work alongside other local schools and those in the Aquila Multi Academy Trust to share best practice and to enhance the teaching and learning of reading.</p>	<p>for development for each child, class and across the cohort. This information also informs our planning, intervention groups and pre-teaching groups.</p> <p><u>Bromcom:</u> Throughout the year, class teachers enter the current attainment of each child onto Bromcom using a combination of test data and teacher assessment. This data is then used to track progress and attainment for each child and groups of children.</p> <p>Our KS2 results show children make good progress from their starting points.</p>
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