

Reading Intent, Implementation, and Impact Overview



Background research

Education Endowment Fund

Research indicates that

- children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities
- all pupils benefit from oral language interventions, and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)
- Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.

School's context

- Baseline upon entry data indicates that a significant number of children enter Foundation Stage with speaking and listening skills that are below chronological expectations.

Intent

At Our Lady of the Rosary Catholic Primary School, reading is a top priority and is a key driver within our curriculum. It is our intention to ensure that by the end of their primary education, all pupils can read fluently and with confidence in any subject. We intend all children to leave Our Lady of the Rosary Catholic Primary School with a rich vocabulary that provides them with the ability to play and manipulate language, recognising the nuance of meaning and how language can be used for a range of purposes. We want children to have the confidence to be able to communicate effectively in a variety of situations' both now and in the future.

We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop:

- knowledge of themselves and the world in which they live;
- to establish an appreciation and love of reading;
- to gain knowledge across the curriculum;
- and develop their comprehension skills.

We are committed to providing quality, vocabulary-rich reading material, which immerses and enhances all pupils wider knowledge of the spoken and written word, through modern and classic children's literature and non-fiction texts.

Implementation

Phonics

- The effective systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily through the Sounds Write programme to all pupils in Foundation Stage, Year 1 and those in Year 2 who have not passed the Phonics Screen Check in Year 1.
- The Sounds Write approach is also used in the teaching of spelling in Year 2 to effectively embed strategies for the learning of new sounds and ease the transition into Key Stage 2 approaches.
- The Sounds-Write programme teaches pupils to understand the way the alphabetic code works. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them through a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to reading and spelling.

- Phonics is delivered in a mixed ability whole-class format, which supports the application across subjects, embedding the process in a rich literacy environment for early readers.
- Timely intervention is planned for those children who are working below expected levels as soon as needs are identified.
- Children apply their knowledge of spelling patterns to their reading of Dandelion Readers. These books are for beginner readers aimed at children aged 4-7 in which parallel sets of books are used to introduce the sounds of the alphabet, adjacent consonants and consonant digraphs, and vowel digraphs.

Reading after phonics

- Once children are confidently reading, typically during mid-Year 2, they move on to accessing the school's colour banded system which ensures all texts independently read are accurately matched to pupil ability to ensure progression and challenge for all children.
- Books are carefully selected by teachers with the knowledge of how they link to other areas of the curriculum.
- All children from Year 2-Year 6 take part in four whole class reading lessons per week, to teach pupils a variety of comprehension skills through the VIPERS. All teachers use these to introduce pupils to a range of genres and to teach a range of techniques which enable children to comprehend the meaning of what they read. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard. Each week, all pupils will also complete a mixed VIPERS session, which enables teachers to elicit the needs of children individually and identify areas for future development.
- All classrooms have their own class reading areas with topic themed books, and it is intended that greater amounts of quality stock will be purchased this year to further enhance and broaden pupils' reading experience.

Impact

The Reading curriculum is evaluated through:

- Analysis of phonics lessons
 - Analysis of phonics assessments
 - Analysis of whole-class reading lessons
 - Analysis of comprehension questions
- As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.
 - Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.
 - As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We aim for pupils to relate their reading experiences to their own personal development, developing an empathy for characters and making links to their own behaviours.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The % of pupils working at age related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- The gaps in the progress of different groups of pupils will be minimal (e.g. disadvantaged vs non-disadvantaged).