



Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At Pyrford, we believe that reading is an essential life skill and we are committed to enabling our children to become life-long readers. At the heart of our strategy is our drive to foster a love of reading throughout their years at primary school.</p> <p>We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will help them to:</p> <ul style="list-style-type: none"> ➤ Gain a life-long enjoyment of reading and books. ➤ Read accurately and with understanding. ➤ Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed. ➤ Be able to read with expression, clarity and confidence. 	<p>Reading is a crucial part of our curriculum and is an essential part of all of our lessons; we ensure children are involved in a range of reading activities every day. Reading, with understanding, is a fundamental skill, which opens up learning for children and has impact on every area of the curriculum. Opportunities for less formal interactions with books and reading are being encouraged as we further develop a rich reading environment within our school.</p> <p>We teach reading through:</p> <ul style="list-style-type: none"> ➤ Whole class reading lessons: Children are involved in a dedicated reading lesson every day. We take a whole class reading approach for four of these lessons in which teachers focus on a high-quality core text and use this to teach specific comprehension strategies. We also teach fluency as this plays an integral part in teaching children to read. We teach lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils will be taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text. ➤ Reading across the curriculum: At Pyrford, we maximise opportunities for the children to read across the curriculum. Children are provided with knowledge organisers for each new topic in history, geography and science and are given opportunities to read these in class and at home. ➤ Independent reading: Classes have opportunities during the week to read independently at school for a sustained period. This is crucial if children are to develop a love of reading and become self-reliant readers, able to select a book and sustain their concentration. At this time children can choose to read a book of the appropriate level from the school book corner or library. The children will visit the library with their class weekly in order to really encourage our reading for pleasure ethic. Each classroom has a book corner or reading nook with a range of books to promote and encourage reading. ➤ Power of Reading texts: During our English lessons, the children are exposed to high-quality Power of Reading texts. These are read aloud by the class teacher and discussed 	<p>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.</p> <p>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.</p> <p>By the end of KS2 we expect our children to:</p> <ul style="list-style-type: none"> ➤ Be independent, fluent and enthusiastic readers who read widely and frequently. ➤ Have a good knowledge of a range of authors. ➤ Have a thirst for reading a range of genres including poetry, and participate in discussions about books ➤ Be able to justify their views independently about what they have read. ➤ Read sufficiently fluently and effortlessly, with

<p>➤ Read and respond to a wide range of different types of texts.</p> <p>➤ Read fluently and with confidence as this is a fundamental skill which opens up learning and impacts all areas of the curriculum.</p> <p>We have high expectations of all children and we encourage them to challenge themselves, show resilience and pursue success in order to become enthusiastic life-long readers.</p>	<p>in depth through the use of 'book talk' sessions to encourage whole class discussion and exploration.</p> <p>Each Key Stage within the school focusses on age appropriate skills and uses a range of strategies to support the pupils.</p> <p><u>Reading and phonics:</u></p> <p>➤ In EYFS: Reading is taught through shared reading, using picture books and high-quality Power of Reading texts. Pupils are taught the process of reading; learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Pupils explore skills such as sequencing, prediction and retrieval. Using the Success for All phonics programme, our pupils are taught the initial sounds and first set of digraphs and trigraphs along with consonant blends. The pupils read the same book across the week with the class teacher, which links directly to their phonics lessons. This book is then taken home at the end of the week to consolidate and develop their fluency. Any children working significantly below the expected standard will also take home an additional book matched to their phonetical ability.</p> <p>➤ In Key Stage 1, we continue with the Success for All phonics programme throughout Year 1. Phonic awareness helps the development of reading by segmenting and blending sounds. Our Year 1 pupils learn alternative graphemes and spelling patterns. Our Year 2 pupils continue with the Success for All programme, with a focus on common spelling patterns through the 'Spelling with the Jungle Club' activities.</p> <p>➤ Reading in KS1: The children will read as a class daily during their Success for All reading lessons. Year 2, follow the 'Routes to Reading' programme over a two-week cycle. At the end of each week/two-week cycle, the children will take home at the end of the week to consolidate and develop their fluency. Any children working significantly below the expected standard will also take home an additional book matched to their phonetical ability. When Year 2 have completed the 'Routes to Reading' programme, they will begin the same reading lesson sequence as KS2.</p> <p>In English lessons, reading is taught through a shared reading approach using high-quality Power of Reading texts. All pupils in KS1 explore vocabulary, prediction, sequencing, making inferences and retrieving information.</p>	<p>understanding at an age appropriate interest level in readiness for secondary school.</p> <p>In addition, we expect our children to:</p> <p>➤ Have a love of reading that feeds the imagination.</p> <p>➤ Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live.</p> <p>➤ Have a developed vocabulary beyond that used in everyday speech.</p> <p>The school measures impact through:</p> <ul style="list-style-type: none"> • Monitoring (learning walks and pupil voice to assess learning) • Reading assessments (NTS tests termly from Year 2) • Reading Assessment Programme data across the whole school • Phonics screening test at the end of Year 1. • Phonics screening test at the end of Year 2 for children who did not meet the expected standard at the end of Year 1.
---	--	--

	<p>➤ In Key Stage 2, we teach reading through a whole class approach. We use a range of age appropriate comprehension texts. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text. We also use high-quality Power of Reading texts within English lessons to stretch and challenge the children's vocabulary choices and to engage in effective 'book talk.' In addition to this, pupils explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age appropriate texts linked to the topic being studied.</p>	
--	---	--