

Reading Intent Statement



At St Stephen's we are inspired by the biblical teaching and example of Jesus Christ being 'The Light of the World' (John 8:12)

Our school is welcoming and inclusive. We strive to celebrate and nurture everyone to their full potential. We, both children and adults, strive to be **good role models**, who inspire others through a **love of learning** and are motivated to make a positive impact on each other's lives. We want this impact to go beyond school, into our community and the world. To be 'lights in the darkness' for, 'the light shines in the darkness and the darkness has not overcome it.' (John 1:5)

Intent

At Astley St Stephen's CE Primary School, we put reading at the heart of our curriculum and believe that our English curriculum should develop our children's love of reading. We value reading as a key life skill, and all staff are dedicated to enabling our pupils to become lifelong readers. By the time they leave us, We aim for all children to leave Astley St Stephen's as lifelong readers, to be primary literate and to have grasped the understanding of and show willingness in wanting to read for pleasure. Our vibrant range of reading resources offer our children stimulating and awe-inspiring content, which will develop outward looking pupils who are able to engage in learning about themselves and raise their awareness of national and global issues. We aim to develop reading resources which support our children in gaining an understanding of the wider world and its complex cultures.

Our reading curriculum supports our children's skills in decoding words so that they can read fluently in line with National Curriculum Standards. We present our children with plentiful opportunities to read for pleasure and purpose and able them to make choices about books based on author or genre. In addition, we aim to ensure all children gain a good understanding of what they have read and be able to make predictions about plots or character choices dependent on what they have read.

Implementation

The systematic teaching of Phonics has a high priority throughout our Foundation Stage and KS1 classes. Using the Essential Letters and Sounds scheme, Phonics is taught daily in short, concise and effective sessions which are delivered by class teachers. The teaching of Phonics occurs daily from Reception up to Year 2 and sessions are delivered in a mixed ability, whole-class format. Using regular and manageable assessment throughout our Phonics teaching, we ensure that all children 'keep up' rather than 'catch up'.

For those children who do require extra support, any gaps in their phonetic knowledge are initially identified through thorough assessment. Precision teaching is then delivered to these children in a small group setting which happens daily during the afternoon. These small groups include any children in KS2 who did not pass the Phonics Screening Check at the end of KS1. These children are assessed regularly, and their progress is monitored closely until their phonetic knowledge is secure.

To support our teaching of phonics, our children are provided with reading books from the Word Sparks reading scheme. This reading scheme starts from Phase 2. These books are carefully selected so that they support the child's current phonics knowledge and learning. Once our children are secure in their phonetic knowledge at phase 4, they will then access our reading scheme that provides a greater range of genres to enjoy.

Children who are not yet 'free readers' throughout school will work through our school reading scheme from Oxford Reading Tree. These are levelled books which match the children's current reading age; they link closely to our Word Sparks scheme to ensure progression in reading throughout our school.

We believe that when a child is choosing a book to read, they need a great variety of authors and genres to choose from and explore. With great support from our PA and our

families, we have been able to invest in new, engaging books. We have also received plentiful donations of a range of books to enhance our class libraries. The books within our class libraries are rotated on a termly basis to support the curriculum currently being explored within the year group and to instill a sense of joy and excitement when choosing a new reading book.

Our English lessons in school are supported by the use of quality texts throughout. Class novels are used to promote the love of reading and to further support the writing process. These novels are age appropriate and have been chosen by staff and children. To support our children's well-being, we have ensured our class novels are closely linked with our school values.

A comprehension of what our children are reading is key. We use Pathways to Reading from Year 1 to Year 6. This gives the children access to a variety of quality fiction and nonfiction texts while teaching and embedding the key skills of retrieval, inference, prediction and word meaning. Children throughout school also take part in a weekly Cracking Comprehension lesson- the key skills of comprehension are reinforced while focusing on age appropriate examples of fiction, nonfiction and poetry texts.

As a school we have invested heavily in quality texts to use in guided reading. These are age appropriate and ensure all children enjoy a small group reading session every week with a member of staff.

Children are assessed against the Early Learning Goals in Reception and then tracked using the Rising Stars PIRA assessments termly throughout Key Stages 1 and 2.

Impact

Our intention is that all pupils develop a true love of reading. The children at our school are able to reflect on previous books they have read and explored, helping them recognise a favourite author or genre. Our children enjoy reading, are confident when discussing stories, have informed opinions on characters and plots and can make predictions.

There is clear evidence in books of comprehension lessons being taught which show progression in difficulty of questioning and in line with National Curriculum expectations. Children's books also show evidence of the use of quality texts to inspire the writing process.

Pupil progress is tracked throughout school in phonics and comprehension using SIMS. Pupil progress meetings take place termly to discuss results and actions to be taken to support progress.

In Christ: Be healthy, Be happy, Be helpful, Believe.