



Reading



Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
<p>All pupils:</p> <ul style="list-style-type: none"> • Learn to read sounds quickly and confidently. • Learn to blend sounds to read words. • Build speed in blending to develop fluency and speedy reading. • Practise reading words containing known graphemes. • Are assessed daily by reading nonsense words. • Learn to read 'tricky Red Words' through repetition. • Use and apply decoding skills by reading decodable books that closely match their phonic knowledge. • Develop fluent, expressive reading. • Comprehend and infer meaning from books they have read. • Make good progress in phonics and reading. • Are supported to develop their language comprehension through the explicit teaching of vocabulary. • Develop a love of books and a desire to become a reader. • Can read for understanding and enjoyment. • Are enabled to become an independent reader. • Choose to read for pleasure. • Are independent readers able to access the full curriculum. 	<p>All staff are fully trained and supported to be experts in reading and teach high quality reading lessons every day.</p> <ul style="list-style-type: none"> • Read Write Inc. Development Days enable all staff to access on-going expert CPD. • Teaching resources and strategies are consistent in all groups and across the school. • Read Write Inc. is taught with rigour and fidelity for an hour every day in Reception and KS1. • Integral Read Write Inc. decodable books are used during reading lessons and at home enabling pupils to use and apply their phonics skills. • Books selected for independent practise are fully decodable and match the pupils' phonics knowledge. • Pupils re-read books to develop fluency, speed and expression. • Pupils are regularly assessed and grouped homogeneously to enable appropriate pace through the programme. • Reading Teachers regularly assess pupil progress and accelerate pace through the RWI programme appropriately. • Pupil progress is carefully monitored by the Reading Leader through half termly data analysis using RWI assessments and the Accelerated Reader (KS2) tracking system. • In KS2 a daily reading lesson is taught using the VIPERS approach • The Headteacher closely monitors the progress of all pupils in termly pupil progress meetings. • Pupils making slower progress are quickly identified. • Daily, high quality additional support for the lowest 20% is delivered by highly trained staff and is effective in closing the gap. • Pupils develop skills of comprehension and inference by taking part in whole class reading sessions and hearing their teachers read to them. • All pupils are supported to develop language comprehension through the explicit teaching of vocabulary, synonyms, antonyms and context. • Parents are supported to help their children to learn to read by attending information sessions and a reading booklet given when children start at our school. 	<p>All pupils:</p> <ul style="list-style-type: none"> • Are supported to learn to read quickly and confidently. • Can read accurately with fluency and speed. • Can read with appropriate expression and intonation. • Can discuss books they have read with understanding. • Choose to read for pleasure and have a love of books and reading. • Can read independently and access the full curriculum <p>Data Impact:</p> <ul style="list-style-type: none"> • End of Key Stage 1 and 2 attainment data is in line or above national standards for all groups of pupils. • Year 1 PSC data continues to be above national standards. • The percentage of pupils achieving the expected standard in the ELG for reading and GLD is in line or above national standards for all groups of pupils.