



R = Encourage Resilience and Perseverance



A = Develop Articulate Learners.



I = Influence Aspirations



N = Nurture Curiosity



B = Instil British and Christian Values



O = Provide Opportunities to build upon knowledge and skills



W = Wellbeing and Health



INTENT STATEMENT

We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities. This will help our children to:

1. Gain a life-long enjoyment of reading and books.
2. Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
3. Read accurately, fluently and with understanding;
4. Be able to read with expression, clarity and confidence;
5. Develop a good linguistic knowledge of vocabulary and grammar;
6. Read and respond to a wide range of different types of texts;
7. Develop a deeper level of emotional intelligence and empathy;
8. Read fluently, and with confidence, in any subject in their forthcoming secondary education.



INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED

Every child is taught a range of strategies to support their development to become a confident, committed and independent reader. We plant the seeds of early reading through segmenting, blending and story-telling which then grows across Foundation and Key Stage 1 wherein Phonics is taught on a daily basis. Children are taught using the Read, Write, Inc programme. Once the children have learnt how to read, they can then learn to comprehend and understand the text they are reading. Children are encouraged to use these strategies independently to understand, enjoy and learn from a range of texts. Through this they will become fluent, expressive readers with the stamina to enjoy challenging texts. Our daily whole class reading lessons help to truly embed the key skills for successful reading and comprehension from Y2-Y6.

'Book Talk' is widely encouraged in class across all subject areas which supports children to empathise with characters, share opinions and debate topics. Our carefully mapped bespoke Text Driven English Curriculum ensures that key themes such as friendship, family, courage, loss and fear are woven across all year groups and this further enables us to use books as a driver for confronting and exploring key issues (see our thematic road maps).

Our Curricula Reading Spines ensure that reading is a key component within the delivery of all subjects.

English Journey at Parish	Spoken Language	Word Reading	Reading	Writing	Spelling	Handwriting



VISION

Central to learning is creating a life-long love of reading and books and at Parish CE Primary School, it is our belief that every child should be able to read for pleasure and to a high standard. We firmly believe that reading feeds children's imagination and opens up a treasure house of wonder and joy for curious young minds. We also believe that every child should be given the tools to develop into an enthusiastic and confident reader both at home and at school. Reading improves language and vocabulary, inspires imagination and gives everyone the opportunity to develop and foster new interests.



EYFS AS THE 'BEDROCK'

The foundations for reading are developed within:

- Communication and Language
- Literacy
- Expressive Arts and Design

Specifically reading in terms of Word Reading (Phonics and Decoding/Common Exception Words/Fluency) and Reading Comprehension (Understanding and correcting inaccuracies/ Comparing, contrasting and commenting/Words in Context and Authorial Choice/Inference and Prediction/Poetry and Performance and Non Fiction) are developed through a varied approach and an immersive environment.



CULTURAL CAPITAL

We promote cultural capital via reading by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. We spend time looking and learning about a range of authors and poets. We also provide a range of reading experiences such as focus days, focus weeks and author visits.



READING AS THE BEATING HEART (READING ACROSS THE CURRICULUM)

Across most foundation subjects, texts that both inspire and support knowledge acquisition have been expertly chosen using Mary Myatt's suggested considerations:



These books are been curated to create our curricula reading spines.



CURRICULUM PROGRESSION

Children begin listening to and joining in with stories, rhymes and poems. This is planned progressively across Phase 1 (see Traditional Rhymes Progression Documents).

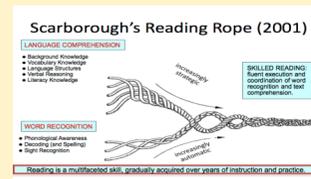
Our reading journey then continues with Parish Skills sessions This begins with pre-phonics activities (e.g. environmental sounds, clapping rhythms) and moves swiftly onto our S.S.P (Read Write Inc.). Children progress through our phonic programme, until deemed fluent (see Progression Expectation Overview).

Once children progress from phonics, daily whole class reading lessons take place which ensure progression in all key areas of reading: decoding, range of reading, familiarity with texts, poetry and performance, word meanings, understanding, inference, prediction, authorial intent, non fiction, discussing reading. This is taught using the VIPERS methodology following our 'Reading Progression Documentation'.



PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

Teresa Cremin et al. 'Building Communities of Engaged Readers' (Open University)



Rosenshine: Review, Check for understanding, Provide Models, Provide Scaffolds, Guide practice



STAFF CPD (LINKED TO GOOD PRACTICE)

The vast majority of staff including all EYFS and Key Stage 1 staff are Read Write Inc. trained. School invests annually in the online RWI development package. This supports bespoke CPD in addition to weekly meetings with early reading teachers.

Staff CPD has taken place through staff meetings on the effective teaching of

Reading (English Leader has English Degree).

Vocabulary (Word-Aware, LDST vocabulary pledge, in house training).



APPROACH TO ASSESSMENT

In terms of phonics, class teachers assess their children every half term. They assess: knowledge of Set1,2, or 3 sounds, blending and fluency. We recognise every child is different and therefore the level of assessment matches the child's ability. Assessments are analysed and children are regrouped. Parish Skills teachers receive assessments to familiarise themselves with each child's ability and prepare thoroughly for future sessions.

The assessments in Y2 and Y6 are in the form of the End of Key Stage Assessments. The assessments for Y1, Y3, Y4 and Y5 have been produced by NFER. Information from tests from Y1-Y6 and are entered termly onto AskEddi for analysis and tracking. Formative assessment is also utilised to ensure children 'keep up, not catch up'.



MEETING THE NEEDS OF ALL LEARNERS

Pupils are given additional support within lessons dependent on their individual needs. This can be done on an individual or guided group basis.

Following our 'Reading Progression Document' any child identified as off track in phonics receives daily 1:1 phonics interventions. These sessions are bespoke to the child; Set 1, 2 or 3 phonics or building fluency.

Across school, children who are identified as within the bottom 20% of learners nationally are also provided with bespoke support.

BSquared provision for those with SEN alongside Rainbow Room English Provision



HOME READING

Each child has a reading book which they can take home. In FS/KS1, children take a 'share at home' book home in addition to their assessed home school reading book (matched to pupils' phonic ability). Reception pupils will also be given copies of 'ditties' learned in RWI sessions. The progression in our book banding system follows the Read Write Inc. colour system from Red up to Grey. From this point, children move onto a numbered book band system which starts at 10 and continues to 18. From book band 18, children are classed as 'free readers' and can choose any book they desire including books from the class library. All books are changed or encouraged to be changed (KS2) regularly and progress/next steps are detailed in home school diaries. Parents are actively encouraged to comment in home diaries also and are provided with useful comment banks and sample questions as an aid. Home Diaries are checked daily and parents contacted if home reading is not occurring. Similarly, children are reward-



GOVERNOR COMMUNICATION

Our Link Governor: Carole Leyland



SUBJECT PRIORITIES AND ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data.



OUR IMPACT

See reading positional statement.