



**St. Paul's  
C.E. Primary School**  
Together on life's great adventure

## Reading Intent, Implementation and Impact

*'Through the love of God, we protect our school community.  
Together we trust, hope, persevere and flourish on life's great  
adventures.'*

*"A reader lives a thousand lives...the man who never reads lives  
only one."*

**George R.R. Martin**

## **Intent**

At St. Paul's we encourage a climate of positive attitudes towards reading and how reading for pleasure will allow all children to become confident, keen and capable readers. Whilst learning discrete reading skills is vital, it is equally as important that we develop positive attitudes towards reading for pleasure as this can play a key role in children's development. It is a shared expectation that every child will become a confident reader.

The sequence of reading books will show a cumulative progression in phonics knowledge that is matched to the school's phonics programme. Children will become confident, fluent readers, which will give them access to a wide range of literature taught throughout the curriculum. Teachers have good knowledge and understanding of the development and application of English skills in all key stages.

## **Implementation**

Every child is taught a range of strategies to support their development to become a confident, independent reader. Teachers understand how to develop children's language initially through stories, rhymes, songs and the sounds of letters; their spoken language skills and their vocabulary; the knowledge, skills and understanding needed to read and write. In EYFS and Key Stage 1 phonics is taught through Little Wandle on a daily basis which enables them to segment and decode words. Once the children have learnt how to read, they can then learn to comprehend and understand the text they are reading. Reading books are engaging and provide them with the opportunity to practise their phonic sounds within the current phase of learning. 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. Book discussion is widely encouraged in class which supports them to empathise with characters, share opinions and debate topics.

From Y2 to Y6, children predominantly learn reading skills through a whole class guided reading approach which allows children to develop key skills and strategies for reading. Some smaller group, paired and individual reading takes place alongside this where appropriate. Children complete guided reading journals which help teachers formatively assess the children and know what their next steps are in order for them to make progress. This also ensures early and well targeted interventions can be implemented to enable pupils to catch up.

The planning and teaching of the whole class guided reading sessions follows the same approach throughout school. Over two lessons (or in some cases three) the teaching sequence followed consists of the following skills:

- prediction
- genre discussion
- read and annotate
- vocabulary
- understanding the text - timed retrieval
- exploring the text - inference
- mini test - using SAT style questions

This sequence is highly effective in the development of basic/higher order reading skills. It can be used, not only as a discrete activity to focus on key skills from the long term objectives, but also to link reading and literacy with specific genres and other areas of the curriculum.

EYFS and KS1 children receive weekly reading books in line with the current phonics phase being taught. KS2 children follow Accelerated Reader which ensures children are reading at the correct level for their individual age related score. Children complete a quiz upon completion of reading a text, which assesses their current level, progress and whether they need to move to a level more appropriate to their level of understanding.

### **Impact**

Reading within the English curriculum is well thought out and planned to demonstrate progression. As all aspects of reading are an integral part of the curriculum their reading skills are transferred to all areas of the curriculum. Children enjoy listening to adults read and develop a love of reading, gaining satisfaction from their growing success in developing independence and fluency.

Impact is measured in a number of ways:

- Half-termly Accelerated Reader STAR reading tests and Little Wandle progress tests identify attainment levels, track attainment and monitor progress.
- Reading will be assessed in Standard Assessment Tasks (KS1/2 SATs) to provide a NC reading level.
- PiXL reading assessments taken place every term
- *The pupil's voice about their learning.*

By the time they are in Upper Key Stage 2, a whole range of genres will be familiar to them and the majority will be fluent readers thus enabling the teaching to concentrate on particular reading skills. In addition, parents and carers will have a good understanding of how they can support reading at home through reading open mornings, parent consultations and they contribute regularly to home-school records. This communication is vital as a running commentary between school and home.