



## Intent, Implementation and Impact for Reading

### INTENT

Reading is one of the most important skills we will teach your child so is a **top priority** at Perryfields. Reading provides a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our ambition is for pupils to become **fluent, curious and attentive** readers with a habit of reading widely. We are committed to not only providing a stimulating, personalised and progressive reading curriculum in English lessons, but in the wider curriculum too. There is general agreement in the world of education that the ultimate goal of reading is to **gain meaning and understanding**. We explicitly teach children the skills necessary to become a fluent reader as well as actively encouraging children to understand the deeper meaning of texts. We implement this through guided reading lessons, where pupils are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. We want our children to see this as much more than just answering questions about texts, but opportunities for discussion, self-reflection and understanding.

### IMPLEMENTATION

At Perryfields, we use a synthetic phonics programme called '**Read Write Inc**' produced by Ruth Miskin. This was chosen with the needs of our pupils in mind and ensures appropriate coverage, sequencing and progression. Teacher and school expectations are high for all children regardless of background. A 'can do' ethos permeates all our teaching and there is confidence that teaching the RWI programme will ensure success.

When pupils arrive at our school, we use RWI assessments as an evaluation that identifies mastered and missing phonics skills for early readers. Using this **baseline assessment**, teachers determine where to begin instruction and intervention through Fast Track RWI phonics. Phonics sessions are taught daily on a 1:1 intervention basis. This ensures that the specific needs and gaps in learning are addressed for every pupil – leading to accelerated progress for every pupil. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. When pupils graduate from the RWI program, children select from levelled Rapid Reading, Bug Club or Project X texts.

Our guided reading sessions are structured through the use of the E-Bug scheme and resources. This involves the pupils using a significant text or number of texts over the course of the year. They are encouraged to **de-code and read with increasing fluency and comprehension** as they move through the scheme. Specific objectives are covered in a logical sequence and progression, using the different types of genres that include, fiction, non-fiction and poetry. A breakdown of the objectives being taught to the children can be viewed in our Reading curriculum overview. These are progressive and ensures that they are exposed to age appropriate activities linked to the specific types of reading skills such as **retrieval, inference, deduction, summary, creativity and evaluation**. Pupils are asked to apply their reading skills across the **whole curriculum** so that they are able to practise **basic skills** regularly and **retrieve and apply their knowledge**.

We place great value on **reading for pleasure** at Perryfields and ensure that each child reads, and is read to, every day. We take pride in our **school library** and pupils visit this space daily to explore new texts, read child-friendly newspapers and enjoy a story in a quiet place. We recently launched our Julia Donaldson room, which has been well-used as a reading nook and we have a wide range of reading books in every classroom. In addition, each classroom has a selection of books which are directly linked to the class topic. This offers opportunities for pupils to apply their reading skills across the curriculum. Our school is situated within a 1 minute walk of the local library and all classes enjoy regular visits and take books out. We venture to the city library, the Hive, once a half term. In addition, Pupils take appropriate texts home to read with their parents.

## **IMPACT**

Through the teaching of systematic phonics, our aim is for children to become **fluent readers who can segment and blend with confidence**. By the time the children reach the end of our reading curriculum, they will have experienced a rich variety of **high-quality literature** in order to have moved from learning to read to reading to learn. They will be able to read fluently and understand what they read. When appropriate, attainment in reading is measured using the statutory assessments at the end of Key Stage 1 and 2. In addition, attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that **reading is the key to all learning** and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Children are encouraged to develop their **own love of genres and authors and embrace reading as the key to a magical world**.