



'Let your light shine as you grow'

Subject Leader Curriculum Intent, Implementation and Impact Overview (Reading Policy)	
Subject: English – Reading & Phonics	Subject Leader: Oliver Brown (Reading) Caroline Jeewan (Phonics and Early Reading)

Intent	Implementation	Impact
<p>At St Mary's we aim for all our children to understand, reflect upon and, most of all, enjoy what they read, becoming lifelong readers in the process. Once a child can read, write, speak and listen effectively they can access a world of knowledge.</p> <p>In line with the National Curriculum 2014 we aim to ensure pupils:</p> <ul style="list-style-type: none"> • Read easily and fluently with good understanding • Develop the habit of reading often, for pleasure and to gain information • Acquire a wide vocabulary and an understanding of grammar through reading • Use discussion in order to learn; they should be able to discuss and elaborate their ideas and understanding <p>Early Learning Goal: Children will be able to say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>We believe that reading for pleasure is an essential part of developing young readers and all children across the school are given opportunities to read regularly. Classes share and enjoy whole class text, which lead to discussions as a class. The well-stocked library with new and engaging texts offers children daily access to a vast range of books that they can choose to take home. As a school, we also look to use different opportunities, such as World Book Day and visits by published authors to further a love for reading and an enjoyment of books.</p> <p>KS2 children complete NFER comprehension assessments each term, obtaining a scaled score linked to age- expectations. Year 2 and 6 children sit SATS-style assessments in place of NFER.</p> <p>As a school, reluctant readers, less confident readers and those pupils who are not progressing at the expected level will be read with more frequently in school, with each class having a 'Daily Reader List'. Every EYFS and KS1 pupil is read with a minimum of once a week to check progress, understanding, phonics and to ensure that their book level is correct.</p> <p>KS2 children use our Accelerated Reader program to assess their reading band level and to quiz on books they have read (to identify understanding/comprehension). KS2 Teachers will monitor reading tests to ensure that each of their pupils are reading an appropriate level book.</p> <p>English based vocabulary is included in our 'Vital Vocabulary' approach; rich discussions take place on a daily basis about new and interesting vocabulary and children are encouraged to use these newly learned words in their own writing. Pupils also use a 'Vital Vocabulary' book in</p>	<p>The impact of our English curriculum means that all children will:</p> <ul style="list-style-type: none"> • be able to confidently use phonics to decode for reading and segment for spelling; • be able to spell high frequency and common expectation words; • be able to read and understand a wide range of text types and genres, demonstrating fluency and comprehension (Comprehension lesson/Accelerated Reader tests and MyOn online reading platform); • be able to demonstrate stamina in reading and writing; • be able to write coherently with accurate grammar and punctuation; • be able to write texts that are interesting to the reader using ambitious and adventurous vocabulary, demonstrating clear understanding of word types; • be able to use punctuation for their year-group expectations; • be able to speak confidently about their enjoyment of reading and writing.



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<p>Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>KS2 to gather vocabulary such as when they are reading or in lessons. In lower KS2 pupils will start to gather key words; older pupils will be encouraged to group words alphabetically or by topic etc.</p> <p>Reading comprehension sessions (from pupils in Year 2 and older) will be taught twice a week using the Schofield and Sims Complete Reading Comprehension scheme.</p> <p>Staff will read a class book to pupils at least once a day ensuring pupils are getting read to in all year groups across the school.</p> <p><u>Phonics</u></p> <p>Phonics is taught daily to pupils in Reception, Year 1 and Year 2 (and to pupils higher up the school who need targeted support) and staff follow the rigorous Little Wandle Revised Letters and Sounds Phonics Scheme.</p> <p>In EYFS/KS1, children are assessed on a half-termly basis to check which GPCs and tricky words they can read and spell. Phonics outcomes are carefully monitored by the KS1 (and Phonics/Early Reading) Leader ensuring consistency, skills and rapid progression across year groups.</p> <p>At St Mary's, pupils who do not meet expected level will continue to work on building their phonetic skills during KS1 with relevant high-quality teaching and group work. Pupils who have gaps in their phonics knowledge and pupils who did not pass their phonics check in Year 1 and/or Year 2 are given additional support by trained school staff, which includes use of our Catch-up tutor as well as Little Wandle Keep up 1-1 sessions (which are assessed every 3 weeks).</p>	<p>Due to our high-quality approach to teaching reading and phonics, a high percentage of children pass the Phonics Screening test and have the phonetic skills to read fluently, confidently and successfully.</p>
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