



## Reading – Intent, implementation & impact

### Intent

- Reading is a key life skill and at St Stephen's we are dedicated to enabling our children to become successful lifelong readers who can access literature in many forms.
- We recognise that mastery in phonics is fundamental to children being able to access a broad range of fiction and non-fiction texts across the curriculum. We aim to achieve this through focused, systematic teaching of synthetic phonics.
- It is essential to us that the children's experience of reading and literature is positive throughout the school. We strive to enrich their relationship with books and create happy and positive associations around reading for the children to take on into the next stage of the lives.
- We are committed to having a wealth of quality texts in the classrooms and library for children to read and enjoy at school and borrow to take home in addition to the reading scheme books.

### Implementation

- The synthetic phonics program we follow is 'Read Write Inc', which is used from Nursery to Year 2.
- All classes use quality texts in their English teaching to contextualise learning objectives and make the learning more interesting for the children. Texts are read in their entirety over the course of a unit. We avoid, as much as possible, teaching English based on extracts of texts unless this is beneficial because of the genre / context. Variety of text types and genres – comprehensively mapped to ensure coverage and diversity.
- All classes have a book corner or curated bag of books that is well stocked and frequently replenished to ensure children have access to books other than the reading scheme books for enjoyment and to stimulate a love of literature.
- Read Write Inc Book Bag Books are sent home in Reception. RWI Book Bag Books and Storybooks are sent home in Year 1. These books consolidate and reinforce phonics learning and begin to develop pupil's comprehension skills.
- The Oxford Reading Tree reading scheme is used for most children in Year 2.
- All children can also borrow quality texts from library every week and read books in school from their book corners / bags.
- Children read to an adult at least once a week in Reception and Key Stage One. This becomes once every two weeks in Years 3 and 4 until they become free readers. Once free readers, pupils should be heard to read once a half term. Children who fall behind with their reading will have an intensified reading schedule determined by their needs in any year group. Volunteer parent readers to provide further reading support. Reading records reviewed by staff whenever children heard read at school and further opportunities for reading provided for children who are not reading regularly at home.
- All children on reading scheme to take home up to two books a week to read at home (dependant on length of book) and can borrow books from library and/or book corner.
- Comprehension and shared reading are part of every English unit taught throughout the school.

- Every class are read a class book that the teacher reads to the children to help foster love of literature in the children and also to expose children to a range of quality literature. These are generally of a slightly higher level than the texts the main cohort would be able to access on their own and age appropriate to the group.
- Every half term, the children are assessed in their reading through class work and explicit assessment. These assessments are entered into Target Tracker and are used to inform planning and stimulate any additional learning required for the children.
- We have an ongoing commitment to ensuring representation of non-white characters and authors in books for all ages including picture books, class texts and books in the library and book corners.
- Our library is well stocked and cared for by a dedicated librarian and we have recently implemented a computerised cataloguing system to enable a more effective use of the library books we have. All classes visit the library once a week.
- Book sharing and discussion occurs in all year groups through small group work, class discussion, circle time, book share partners and presentations / book reports to ensure children developing their own opinions on literature and respecting the opinions of others.

## Impact

- The children enjoy stories, being read to and reading themselves – fostering a lifetime love of reading.
- They develop and maintain enthusiasm and interest in books and reading and are familiar with a range of different genres and authors.
- They have experience of reading non-fiction books for pleasure and for learning and can use them effectively.
- They know how a library functions and treat the library, and class book corners, with respect.
- The children can confidently decode and phonically sound out and blend words by the end of Year 1 with increasing fluency by the end of Year 2.
- They develop inference and retrieval skills in their reading comprehension in increasing complexity from Reception up.
- Children achieve expected or above expected standard in their reading assessments in Year 2 and Year 6 SATs.
- **Children are empowered in their ability to access knowledge, learning and literature for the rest of their lives.**