



### Intent, Implementation and Impact Statement for Reading – 'Reading Gives You Wings'

At St Joseph's Catholic Primary School, we intend to provide a Reading curriculum, which is accessible to all children, starting from EYFS, across the whole of the primary phase to **inspire everyone to REACH through Faith, Hope and Love**. Our moto is '**Reading Gives You Wings**' and because of this we deliver sessions that are engaging, **aspirational** and well-resourced to enable access to learning for all children including children with FSM, EAL, PP and SEND. Our children **REACH** and strive for excellence, and are able to work both independently and co-operatively with a developing **resilience**. We are dedicated to encouraging all children to be passionate about reading and through our **high expectations** we are determined that ALL children regardless of their ability and background, will become highly competent readers by the end of their time with us. It is our intention to immerse pupils in the wonders of quality texts to instil **empathy**, a love for reading, a passion for discovery and a **confidence** to explore their imagination. We are also committed to ensuring that children are able to recognise the importance of reading in the wider world, preparing them for all aspects of life including their transition into secondary school.

Intent	Implementation	Impact
<p>The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression from EYFS in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics to enable the children to be <b>aspirational</b> learners.</p> <p>Our Reading curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children's <b>love</b> of reading, writing and discussion right from EYFS. We recognise the importance of nurturing a culture where children have <b>empathy</b> and love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. This begins in our EYFS provision. We use guidance from the EEF and the latest educational research to continuously review and refine our curriculum, ensuring it reflects current best practice.</p> <p>We want to inspire children through <b>Faith, Hope and Love</b> to be <b>confident</b> in the art of speaking and listening and to be able to use discussion to communicate and further their learning.</p> <p>Our intent is to enable children to:</p> <ul style="list-style-type: none"> <li>• Read easily, fluently and with good understanding.</li> <li>• Develop the habit of reading widely and often, for both pleasure and information.</li> </ul>	<p>We ensure that our sessions provide many purposeful opportunities for reading. We use a wide variety of experiences, quality texts and resources to motivate and <b>inspire</b> our children all following a scaffolded approach. Teachers create a positive reading culture in school as '<b>Reading Gives You Wings</b>', where reading is promoted, enjoyed and considered 'a pleasure' for all pupils.</p> <p>Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.</p> <p>Promotion of reading through teachers reading <b>aspirational</b> texts aloud every day to their class. Reading Ambassadors (Year 2 – 6) promote reading across the school and work with the Reading Lead to do this.</p> <p>Daily Group Reading sessions in all classes, using the carousel approach which follows the Group Reading plan set out using the different colour bands. Children will be exposed to fiction, non-fiction and poetry during each learning journey.</p> <p>Our typical range of activities might include:</p> <ol style="list-style-type: none"> <li>1. A session with the TA</li> <li>2. A session with the Teacher</li> <li>3. A follow up task (this may take two days).</li> <li>4. A Look Cover Write Check (LCWC) task</li> <li>5. A comprehension session</li> </ol>	<p>The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the reading curriculum, but also skills which equip them to <b>REACH</b> and progress from their starting points in EYFS, and within their everyday lives.</p> <p><b>Long term pupils will:</b></p> <ul style="list-style-type: none"> <li>• Be <b>confident</b> in the art of speaking and listening and to be able to use discussion to communicate and further their learning</li> <li>• Be able to read fluently both for pleasure and to further their learning.</li> <li>• Enjoy reading across a range of genres</li> <li>• Pupils of all abilities will be able to succeed in all reading lessons because work will be appropriately scaffolded and adapted to suit the needs of all including those children with FSM, PP, EAL and SEND.</li> <li>• Have a wide vocabulary understanding.</li> <li>• Through <b>high expectations</b>, they will make good and better progress from their starting points to achieve their full potential.</li> </ul> <p><b>Assessment and Monitoring in English:</b></p> <p>The impact of our English curriculum is measured through the monitoring cycle in school:</p> <ul style="list-style-type: none"> <li>• Lesson observations, book monitoring and learning walks</li> <li>• Skills progressing throughout the school is evident in children's books.</li> </ul>

<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage acquiring an <b>empathy</b> for others.</li> <li>• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</li> <li>• Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas.</li> <li>• Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and having the <b>confidence</b> to participate in debate.</li> </ul>	<p>Occasionally a 3-day approach is used to develop children's understanding – this includes a fluency session, decoding session and a comprehension session.</p> <ul style="list-style-type: none"> <li>• Pupils to acquire strategies to enable them to become independent and <b>resilient</b> learners in English (how to tackle unfamiliar words when reading).</li> <li>• Pupils to discuss and to present their ideas to each other by <b>confidently</b> talking, and being able to elaborate and explain themselves clearly, make presentations and participate in debates.</li> <li>• Vocabulary promoted through displays in class, in all curriculum areas, enhancing and encouraging a wider use and understanding of vocabulary.</li> <li>• Vocabulary mats to be used where needed and thesauruses and dictionaries are easily accessible for pupils to use.</li> <li>• Teaching a range of genres across the school (progressing in difficulty) both in reading and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.</li> <li>• Reading events (throughout the year such as World Book Day) to encourage and promote enjoyment and opportunities to develop lifelong <b>aspirational</b> learning.</li> </ul> <p><b>Display/Resources:</b></p> <ul style="list-style-type: none"> <li>• Each classroom will have a reading corner/display based on the idea that 'Reading Gives You Wings' to promote a love of reading and have a range of books on display for children to choose from.</li> <li>• The library corridor will celebrate reading and promote the importance of it for all children within the school.</li> <li>• We will have a range of books available to children following a progressive approach using book bands.</li> <li>• Children will be exposed to quality texts at school as well as taking books home to read.</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing reading.</li> <li>• Tracking pupils' progress each half term in reading. This informs planning and any intervention needed.</li> <li>• Pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress.</li> <li>• Parents and carers will understand how they can support reading at home – top tips are provided on a termly reading newsletter.</li> </ul> <p>Importantly, monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible reading curriculum for our children and to ensure it is inclusive to all.</p> <p><b>Role of the co-ordinator:</b></p> <ul style="list-style-type: none"> <li>• Monitor the standards in the subject to ensure that outcomes are at expected levels. This includes those children who are in the lowest 20% to ensure we are closing the attainment gap.</li> <li>• Provide ongoing support to colleagues.</li> <li>• Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time.</li> <li>• Highlight / Celebrate successes.</li> <li>• Order and update resources appropriately.</li> </ul>
--	--	--