

# Reading at St Michael's: Intent, Implementation and Impact

## Intent:

Reading lies at the heart of the curriculum at St Michael's Primary School. We believe that reading is key for academic success and are dedicated to enabling our pupils to become lifelong readers. We promote reading for pleasure as part of our reading curriculum and give all children the opportunity to develop their love of reading, encouraging pupils to read widely across both fiction and non-fiction genres. Reading is identified as a key priority on our School Improvement Plan, to enable children to access the full curriculum and ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in all subjects.

## Implementation:

### Phonics

We ensure there is a systematic approach to the teaching of early reading and synthetic phonics which gives our children the foundations for learning and ensures that all children learn to read words and simple sentences accurately by the end of Reception.

- We teach daily, high quality phonics sessions following the Bug Club Phonics programme. We use a range of phonics resources to ensure we meet the different needs and learning styles of our children and in some instances, the children may be organised into phonics sets.
- The children experience a wealth of activities, learn new grapheme-phoneme correspondences (GPCs) and revise and build upon those already learnt. The children also develop the skills of blending and segmenting and are taught to apply these skills when they encounter new words. This is supported by practice in reading books consistent with their developing phonic knowledge and skills.
- Interventions are in place for those children who find phonics tricky. The impact of these interventions is monitored and reviewed regularly.

### Reading

- In Foundation Stage and KS1, we offer a range of genres and a good variety of fiction and non-fiction reading books that the children take home. We have Bug Club independent readers that match our phonics scheme alongside a range of other texts. Our reading books are organised by book band colours that progressively get harder as the children work their way through the book bands. We ensure that the colours at the beginning of a child's

reading journey are organised into phonics sets within the colour band. This ensures that the children are reading a book that closely matches their phonic ability, and that they can succeed with their reading and practise and improve their fluency at home and in school. The children take home one Bug Club reader and one other book within their range to enjoy with their family.

- Once the children are confident and secure on Gold reading books, they then complete a star test on our Accelerated Reader programme and begin to choose from our wide range of Accelerated Reader books in the school library. The Accelerated Reader programme encourages children to read independently at their own level and pace and helps to foster a love of reading alongside a passion to succeed. The children are asked to complete a reading comprehension quiz after every book to ensure they have read and understood the book they have chosen; this helps the children to develop their reading comprehension skills. Teachers use the quiz scores to track each child's progress and ensure they are continuing to make progress and succeed.
- Reading interventions are in place for those children who are not progressing with their reading. The impact of these interventions is monitored and reviewed regularly.
- For those children who have been identified as the lowest 20% of our year group readers, we provide interventions to support and develop their reading skills.
- We also provide frequent reader interventions for children identified as not reading regularly at home, to ensure that they have opportunities to read aloud to an adult.
- Children take part in daily Guided Reading lessons, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- Each classroom has a book corner, with a selection of fiction and non-fiction books, as well as the '100 recommended books' list for their year group. We encourage the children to use these areas in the classroom as a calm and welcoming space for reading.
- We have a well-resourced and appealing school library, where each class has a weekly library session, to use and enjoy the library. This is an opportunity for all children to spend time choosing a library book to take home to enjoy and share with their family.
- In Reception and KS1, each year group will complete an author study in the summer term.
- In KS2, each year group will have an author of term, linked to their class novel or English unit. Children will be encouraged to explore reading further texts by the author, with a selection of their books displayed in the classroom.

- Children are read to daily by their class teacher. This includes a selection of texts (including non-fiction and fiction) linked to LCC units, English writing units or class novels and stories.
- Children have the opportunity to take part in 'Reading Buddies', half termly, in which children mix with other children from different year groups and share a book together.

### **Impact:**

Through the teaching of systematic phonics, our school improvement plan priority is to ensure that all pupils read at an age-appropriate level and fluency to ensure they can access the rest of the curriculum.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year One. However, we passionately 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. Teachers use daily AFL to ensure that children are making good progress in reading and phonics and any children who are not achieving are identified early and interventions are put in place immediately.

By the time children leave St Michael's, we aim for them to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres, and can participate in reflective reading discussions. The children will have learnt to read books to enhance their knowledge and understanding of all subjects in the curriculum and they will leave St. Michael's being lifelong readers.