

English Reading: Statement of Intent, Implementation and Impact

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:¹⁶

"You can travel the world and never leave your chair when you read a book." Sherry K Plummer.

"I do believe something very magical can happen when you read a good book." J.K Rowling.

"The more that you read, the more things you will know. The more you learn the more places you'll go." Dr Seuss.

Intent

Reading is a priority at Shottery St Andrews; it is an essential tool that ensures competent access to the full curriculum. Therefore, we aim to develop a love of reading, through the engagement of exciting texts. It is our intention to nurture well-read, insightful, knowledgeable, inquisitive and thoughtful readers to provide our pupils with a high-quality education, that will teach them to become enthusiastic readers who can read fluently; thus develop the habit of reading widely, for both pleasure and information.

Implementation

The skills in reading are taught independently and also applied across the whole curriculum. Word reading, vocabulary and comprehension are the key focuses within reading lessons.

- Early reading books are fully decodable and closely linked to daily phonics teaching. (Please see the separate Statement of Intent, Implementation and Impact statement for Phonics)
- Rich classroom environments and exposure to specialist vocabulary.
- Comprehension skills are maximized, through other curriculum lessons.
- Provision of a curriculum saturated with vocabulary.
- Shared, guided reading and comprehension sessions.
- Variety of questions, including: literal, deductive, inferential and evaluative.
- Reading skills and strategies taught, include decoding, skimming, scanning and detailed reading.
- Opportunities for all children to read to a variety of adults, including the class teacher.
- Class texts shared and discussed at regular opportunities.
- Regular homework activities including reading to an adult, independent reading and testing on the Accelerated Reading Scheme.

Impact

The impact of our reading curriculum is clear: attainment, progress and sustained learning with transferrable skills are evident in data. Pupils make at least good progress from their individual starting points. The whole class approach to teaching reading, supports pupils to become more confident readers. By the end of Year Six, children are able to read accurately and fluently; reading for a range of purposes and understand how writers make vocabulary and organisational choices based on their audience; ensuring a strong command of the written word, as a result of reading competence.

Assessment

Baseline assessment is completed at the start of every year using Phonics Tracker (Key Stage 1) and SAT style assessment materials (Year 2 onwards).

Formative assessment is completed by the class teacher at the end of each term and is mapped against yearly objectives.

Moderation is held within school and as part of our consortium, on a termly basis.

Summative assessment takes place at regular intervals, both within school and consortium, through the use of Phonics Tracker, Accelerated Reading Star Tests and SATs at the end of Year 2 and Year 6.

Monitoring

Lesson observations

Book trawls

Moderation – internally and externally

Assessment monitoring.