

Stockton Wood Primary School - 2024 - 2025

Statement of Intent, Implementation and Impact for reading

Intent

At Stockton Wood Primary School, we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole-school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. We use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

All children in Reception, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. The teachers observe and use this alongside continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded, effective and competent reader. When children have completed the Read Write Inc phonics programme, reading is developed during whole class, paired, group, guided reading; using high quality texts, English lessons and focused skill teaching. Strong links are made between reading and writing, especially through the use of our Literacy Counts Ready Steady Comprehension scheme. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curriculum.

All children read aloud daily during phonics or guided whole class reading. In addition to this they read at least once more a week with staff; the focus being on the lowest 20% and those with additional needs (SEND).

In whole class guided reading sessions, children develop their key reading skills of decoding, vocabulary, retrieval, inference, prediction, explanation and summarising. Children also continue to develop their reading fluency skills, building upon their phonics knowledge and skills.

We recognise the importance of developing a rich and extensive bank of vocabulary; therefore, we discreetly teach vocabulary directly linked to the text during every phonics and whole class guided reading session. This is reinforced daily during sessions, linking to Vocabulary Ninja and the working wall, ensuring new vocabulary is embedded. We have introduced a whole school reading spine; this offers a choice of high-quality texts for each year group. These texts can be read for pleasure, as class readers or independently.

All classes are exposed to a daily class reader, for pleasure, to excite and engage the children, and to expose them to new and varied vocabulary. All books shared with children are age appropriate and matched to the level of the class or individual.

We aim to provide many opportunities where pupils can listen to stories/texts or read independently in a quiet and reflective environment. Children have access to “book areas” in class which are filled with age appropriate high-quality texts, linked to both fiction and non-fiction areas, that can be used to discuss feelings, situations, cultures, issues or just read for pleasure. Our whole school library is used by every class each week, where the children have time to choose and read texts for pleasure in a calm and inviting environment.

Reading at home is encouraged and promoted through class incentives. Children working on the Read Write Inc. programme take home a ‘book bag book’ matched directly to their current phonics level; they are also encouraged to choose an additional book to share with their family at home. Following this, children work through our school reading scheme (ORT – fiction and non-fiction) – these are levelled books which match the child’s current reading ability. These books can be changed on a weekly basis. We expect family members at home to read these books with their child daily and make comments in their child’s reading record.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent and confident word readers by the end of KS1. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in all areas of the curriculum.

Attainment in reading is measured using statutory assessments at the end of EYFS, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our own reading attainment through the use of RWI half termly and screening assessments, NFER reading assessments, SONAR formative and summative assessment, plus ongoing teacher assessment. We firmly 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. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. When they leave Stockton Wood, we want to have laid foundations for life by giving pupils opportunities to possess the reading skills and love of literature which will help them to access and enjoy any aspects of learning they encounter in the future.

