

Reading: Intent, Implementation and Impact



Intent

At Oakmere Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception following the Little Wandle progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Reading is a top priority and is a key driver for our curriculum. It is our intention to ensure that by the end of our children's primary education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education. We, therefore, intend to encourage all pupils to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum, and to develop their comprehension skills.

We give pupils opportunities to read around these subjects and write in different genres. This enables them to form links and remember more effectively what they are learning. Children have access to high quality, appropriate reading content, including class book corners. Reading is taught discretely through guided reading and in English lessons.

Underpinning the whole class guided reading approach in our primary school is a clear intent to foster a love for reading, develop a deep understanding of texts, and equip our pupils with the necessary skills to become proficient readers. Our intent is to provide a comprehensive and inclusive reading curriculum that engages and challenges all children, enabling them to become confident, independent, and critical readers.

Aims:

- To develop pupils' comprehension skills, including inference, deduction, prediction, summarizing, and evaluating.
- To expose pupils to a wide range of high-quality texts from various genres, time periods, and cultures.
- To promote a reading culture where reading for pleasure is valued and celebrated.
- To support pupils' vocabulary development and word recognition skills.
- To explicitly teach reading strategies and foster metacognition in order to increase reading fluency.
- To provide regular opportunities for pupils to engage in discussion and extend their spoken language skills through the exploration of texts.
- To ensure that pupils with special educational needs and disabilities (SEND) are fully supported to access and engage with texts at their level.

Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. As a school we follow the synthetic, systematic programme 'Little Wandle.' Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1. Staff systematically teach learners the relationship between sounds and the written spelling patterns or graphemes, which represent them.

- Phonics is delivered in whole class and ability-group format as it enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers.
- Timely intervention is planned for those children who are working below expected levels as soon as needs are identified. This is tracked by the 'Keep Up' resources provided by Little Wandle.
- Children in Year 1 and 2 complete 3 x Reading sessions to support the application of phonics learning.
- Children are introduced to the books from our reading scheme, starting in Reception.

All of our Early Years books are phonically decodable and match the progression of our phonics programme – 'Little Wandle.' When children demonstrate mastery of the skills for reading, they are moved on a level; children are regularly assessed to ensure their reading scheme book is carefully matched to their reading ability. The school ensures all texts are accurately matched to pupil ability and reading age. We use Big Cat Collins reading scheme books. Home reading is a priority at Oakmere Primary School and is encouraged the moment children enter our school.

Assessment and Grouping:

- Whole class guided reading sessions are differentiated based on pupils' current reading levels and needs. Prior assessment data, teacher observations, and ongoing formative assessments inform groupings.
- Differentiated guided reading sessions are created to ensure that all pupils are appropriately challenged and supported during the sessions.
- Regular assessments are carried out to monitor progress, identify gaps, and inform future planning.

Timetable and Frequency:

- Whole class guided reading sessions are conducted in Key Stage Two daily for approximately 20-25 minutes.
- The sessions take place alongside English lessons, allowing integration of reading and writing skills.
- Additional independent reading time is provided daily to encourage pupil engagement with a range of texts.

Teacher Role:

- Teachers carefully plan and prepare engaging and challenging texts in line with each year group's curriculum and pupils' interests.
- Teachers model proficient reading strategies, such as predicting, clarifying, questioning, and summarizing, during shared reading with the whole class.
- Ongoing assessment during the session allows teachers to provide immediate feedback, address misconceptions, and reinforce specific reading skills.
- Teachers facilitate rich and purposeful discussion, encouraging pupils to engage deeply with the text and share their thoughts and ideas.
- Teachers support pupils in developing key vocabulary and decoding strategies, promoting reading fluency and comprehension.

Pupil Role:

- Pupils actively participate in the reading sessions, engaging in whole-class and small-group discussions.
- Pupils are encouraged to ask questions, share opinions, and justify their responses based on evidence from the text.
- Pupils also have opportunities for independent reading and to consolidate learning.

Resources and Environment:

- A wide range of high-quality fiction and non-fiction texts, including diverse authors and characters, are made available to support the whole class guided reading sessions.
- Visual aids, such as pictures or Widgit resources, are used to support comprehension and scaffold learning when necessary.
- A stimulating reading environment is created in the classroom, showcasing books, reading recommendations, and pupils' work.

Impact

The impact of our reading approach can be seen in the positive outcomes for our pupils:

- Increased reading fluency and confidence.
- Improved comprehension skills, including inference, deduction, and summarizing.
- Enhanced vocabulary development and word recognition skills.
- Development of critical thinking and metacognitive strategies.
- Wider and deeper exposure to a range of texts, genres, and cultural perspectives.
- Improved written responses, drawing on evidence from the text.
- Greater enjoyment and appreciation of reading for pleasure.

- Narrowing of the attainment gap, with pupils from all backgrounds making progress.

Our reading approach has been successful in ensuring that all pupils, including those with SEND, are fully supported to access and engage with texts at their level. It has created a positive reading culture in our school, fostering a lifelong love for reading and equipping our pupils with the essential reading skills needed for academic and personal success.