

Intent, Implementation, and Impact Statement for Reading

2023-2024



Reading at St Mary's 2023-2024

Intent

The intent of the Reading curriculum at St Mary's CE Primary School is to provide all pupils with a strong foundation in the necessary reading skills and strategies, as well as to foster a lifelong love for reading. The aim is to ensure that every pupil becomes a confident and fluent reader, capable of comprehending a wide range of texts across various genres and subjects. This intent is aligned with the requirements of the most recent Ofsted inspection framework, which emphasizes the importance of developing pupils' reading skills as a key component of a high-quality education. By the time children leave St Mary's we are determined they will be competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. We consider ourselves to be a community of readers. Therefore we want all staff, parents and children in school to communicate their love of reading in a variety of ways. In order to develop a rich reading curriculum and promote a love of reading to all pupils, we've created a 'Reading Culture' in our school.

Implementation

To achieve this we aim to implement a comprehensive approach that encompasses the following key elements:

1. High-Quality Teaching

Teachers should be highly skilled and knowledgeable in the teaching of reading. They should have a deep understanding of phonics, comprehension strategies, and vocabulary development. We use a structured and progressive phonics program called Read Write Inc and the Reading Leader ensures all pupils progress is regularly tracked. Teachers should also employ a range of strategies to explicitly teach comprehension skills, such as vocabulary, inferring, predicting, explaining, retrieval and summarising. Additionally, they should provide regular opportunities for pupils to discuss and respond to texts in a meaningful way.

2. Well-Resourced Classroom Libraries

At St Mary's each class has a well-resourced library that includes a wide range of fiction and non-fiction books suited to pupils' interests and reading abilities. The libraries should be regularly updated to ensure there are new, engaging texts available. The library space should be inviting and provide comfortable seating areas for pupils to read independently or listen to stories read aloud by a teacher or librarian.

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3. Whole-School Reading Culture

A strong reading culture should permeate the whole school. Teachers, school leaders, and support staff should model a love for reading and promote its importance to pupils. Regular opportunities for reading enjoyment should be provided, such as author visits, book fairs, and reading challenges. Reading should be celebrated and recognised through displays of pupils' work, book recommendations, and reading achievements.

4. Differentiated Support

Support should be provided to all pupils to ensure they make progress in reading. This includes targeted interventions for pupils who require additional support, such as one-to-one reading sessions with an adult, small group phonics sessions, or intervention programs designed to develop specific reading skills. Pupil progress should be regularly monitored and interventions adapted accordingly.

5. Home-School Partnership

We actively involve parents and guardians in supporting their child's reading development. Regular communication is maintained to share reading strategies, provide book recommendations, and suggest activities that parents can do at home to support their child's reading progress. Home-school reading logs are used to monitor reading at home, with rewards and recognition given for regular reading engagement.

Impact

The impact of our Reading Curriculum and Culture is evident in pupils' progress and achievement. Pupils will:

- Show significant progress in their reading skills, including decoding, fluency, comprehension, and vocabulary development.
- Demonstrate a deep understanding of a wide range of texts, with the ability to analyse and evaluate what they read.
- Have a broad and rich reading repertoire, including exposure to different genres and authors.
- Exhibit a love for reading, regularly engaging in independent reading for pleasure.
- Develop a higher level of confidence and self-esteem as readers.
- Apply their reading skills across all subjects, accessing and comprehending texts in other areas of the curriculum.

Furthermore, our Reading curriculum will contribute to overall school improvement, raising standards in literacy and positively impacting pupils' academic and personal development. This impact should be evident in attainment data, pupils' work, and the experiences and feedback of pupils, parents, and staff.