



## Reading Intent, Implementation and Impact Statement

"At one magical instant in your early childhood, the page of a book – that string of confused, alien ciphers – shivered into meaning. Words spoken to you, gave up their secrets; at that moment, whole universes opened. You became, irrevocably, a reader." Alberto Manguel

### Intent:

At Woolenwick Infant and Nursery School we aim to ensure early reading is supported by effective daily phonics teaching. We provide opportunities for children to read across the curriculum to develop knowledge of the world and themselves. Children are provided with opportunities to enthuse them and develop a desire to read for pleasure. Children are given a range of reading opportunities to provide a balance between decoding, word recognition and comprehension skills. Children are encouraged to use independent strategies to self-monitor and correct their own and peers reading, improving fluency. Children read widely across both fiction and non-fiction texts to develop an understanding of story structure, characters, and a growing vocabulary for a variety of topics. Every class has daily differentiated guided reading opportunities and focused teaching interventions to close the gap to ensure most children will be able to read fluently and confidently by the end of KS1.

### Implementation:

High priority is given to reading throughout school. Reading is taught through:

**Whole class reading** that develops listening skills, a love of story and reading for pleasure. This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children.

**Guided reading:** Targeting children's reading skills. Guided Reading is timetabled daily; children complete a walk through and read once a week with an educator. Pre and post reading tasks are used to secure understanding of a text. Books used for guided reading are book banded to ensure children are reading appropriately levelled texts.

**Comprehension:** In reception and year 1 comprehension skills are developed through questioning and oral responses to a text. At the end of year 1 and throughout year 2 written comprehension lessons are taught weekly.

**Individual Reading:** Children are given the opportunity to practise their reading skills each day.

#### **Guided Reading:**

All pupils are taught to read in daily guided reading sessions. The texts selected are phonetically decodable and link to the phonics phases that each child is working within. Guided reading follows a whole-school structure, all educators are knowledgeable about the skills that are needed to acquire reading behaviours and use this knowledge to underpin teaching and assessment. Guided Reading planning ensures that each pupil receives two adult-led sessions per week, to develop word knowledge and skills, readings strategies and comprehension. Pupils are then expected to complete further extension activities to apply those skills independently. Children are grouped and taught at the correct level and differentiation is achieved by using Book Bands. Ongoing tracking ensures that attainment is accurate, and progress is continuous. For children who are working below age related expectations, targeted provision is planned and delivered 1:1.

#### **Home Reading:**

At Woolenwick Infant and Nursery School we use a variety of different reading schemes to provide a wide variety of appropriate quality texts for pupils to read covering all genres. All books are Book Banded to ensure progression and challenge for all children. Parents are encouraged to read every day with their children, using a reading record to note down progress.

#### **Reading Areas:**

All classrooms have inviting and exciting reading areas with subject specific books and other age-appropriate 'reading for pleasure' books. Pupils are encouraged to use this area in which to choose, read and interact with books in an enjoyable way.

#### **Library:**

All children have access to the school library each week and the opportunity to choose a book to read in school, promoting a love of reading different genres.

At Woolenwick Infant and Nursery School all children across EYFS and KS1 access daily reading. Children access phonetically decodable books when reading 1:1 and reading in a guided reading group. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum, real life experiences and the child's reading ability. Through the provision of quality texts, pupils are encouraged to read widely across both fiction and non-fiction, to develop an understanding of story structure, characters, and a variety of themes. Parents are given clear expectations about reading at home through our reading record booklet which contains useful information as well as reading and phonic workshops taking place throughout the year. Children are given the opportunity to complete learning based on the works of authors. This has led to the authors coming to visit the school, allowing the children to showcase their learning to the author through discussion and displays. Children also have the opportunity at home to access the Little Wandle library on their tablets or computers, these are levelled using the same book banding system as school and include comprehension tasks.

### Impact:

At Woolenwick Infant and Nursery School we use both formative and summative assessments to inform long term and weekly planning. Assessments are also used at half termly Pupil Progress meetings. Target children are identified, and targeted provision is planned and implemented. Assessment data is submitted termly and achievement and progress of groups of learners is analysed. Lesson observations, book scrutinies, learning walks and pupil/parent/staff voice are all used to monitor the teaching and learning of English across the school.