

## Intent, Implementation and Impact in Reading



Intent	Implementation	Impact
<p>Reading for pleasure:</p> <ul style="list-style-type: none"> <li>● To begin to develop lifelong enjoyment and pleasure in reading. We value reading as a crucial life skill. We encourage the children to see themselves as readers for both pleasure and purpose. Reading underpins children's access to the curriculum and helps to gain knowledge across the curriculum.</li> <li>● To develop the habit of reading both widely and often.</li> <li>● To hear, listen and comment, developing an appreciation of the work of different authors, poets and illustrators across both fiction and non-fiction to develop a knowledge of themselves and the world in which they live.</li> <li>● To read a wide range of high quality texts to motivate children to read and instill a love of literature. Exposing all the children to a range of authors, genres and books on different topics and interests. We believe reading feeds the children's imagination and opens new words of wonder and joy for curious young minds.</li> <li>● To enable children to be familiar with and learn a large bank of rhymes and stories - nursery rhymes, traditional tales and stories from other cultures, non-fiction and poetry. To grow the children's language through reading widely,</li> </ul>	<p>Reading for pleasure</p> <ul style="list-style-type: none"> <li>● To ensure teachers model reading and share a love of reading.</li> <li>● To share a wide range of high-quality texts including books that reflect the children at Beaulieu School and our local community as well as books that open windows into other worlds and cultures. .</li> <li>● Every class has an inviting book corner that encourages a love of reading. We curate these books and talk about them to entice children to read a wide range of books. Books are continually refreshed.</li> <li>● To learn a range of nursery rhymes, action rhymes and poems.</li> <li>● We read to children every day. Each class has carefully chosen books to 'Read aloud' and enjoy.</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>● We follow the Little Wandle Letters and Sounds Revised.</li> <li>● To use phonetically decodable books which are matched directly with a child's phonological awareness.</li> <li>● To develop all children's reading through daily phonics lessons in year R and year 1.</li> <li>● We teach phonics for 20-25 mins a day. In Reception, we build from 10 minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the</li> </ul>	<p>Reading for pleasure</p> <ul style="list-style-type: none"> <li>● Children will have a love of reading and develop preferences on what type of genre or topic they like to read.</li> <li>● Children will be exposed to a range of different genres and authors.</li> <li>● Children will be able to read and will show increasing confidence, resilience and independence in both their reading and their reading skills so that they continue to become lifelong readers.</li> </ul> <p>Decodable phonic book</p> <ul style="list-style-type: none"> <li>● Children will have a book appropriate to their developing phonic knowledge.</li> <li>● Children with SEND will develop reading skills and knowledge using the Rapid Catch up programme.</li> </ul> <p>Phonic assessments</p> <ul style="list-style-type: none"> <li>● Assessment is used to monitor progress and to identify any child needing additional support.</li> <li>● Afl - daily within class to identify anyone who needs keep up</li> <li>● Weekly - in review lesson to address gaps immediately</li> <li>● Summative assessment - every 6 weeks to assess progress. Identifying gaps in learning, identify children who need additional support.</li> <li>● Statutory assessment - Children in year 1 sit the Phonics screening check. Any child</li> </ul>

<p>increasing their vocabulary as they encounter words. We believe children who read widely and frequently also benefit from knowing more about the world.</p> <ul style="list-style-type: none"> <li>• We expect children to read at home as often as possible and listen to books to help them further develop their own ability to read and grow a love of reading.</li> </ul> <p>Phonics and Decoding</p> <ul style="list-style-type: none"> <li>• Phonic decoding skills are taught and practiced until children have adequate accuracy and automaticity to become fluent readers.</li> <li>• To tackle unfamiliar words independently.</li> <li>• Regular opportunities are given for the children to apply the phonics the children have been learning by reading fully decodable books matched to their ability.</li> </ul> <p>Proody</p> <ul style="list-style-type: none"> <li>• To read with meaning, stress and intonation. To bring the text alive in their minds and voices as they read.</li> <li>• Teaching prosody helps children to understand the text at a deeper level and connects the children to the language - it makes the meaning of the words come alive for them as readers.</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• To experience high quality discussions about what has been read.</li> <li>• To enable children to understand the meaning of what is read to them and what they read independently and be able to respond to it and justify their answers.</li> <li>• To teach comprehension skills: Predict, Infer, Explain, Retrieve and Summarise</li> </ul>	<p>week's teaching to help children become fluent readers.</p> <ul style="list-style-type: none"> <li>• To make a strong start in Reception - teaching begins in wk 2 of the Autumn term.</li> <li>• Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (phase 4) with fluency and accuracy.</li> <li>• Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Weekly content grids map each element of new learning to each day, week and term for the duration of the phonic programme.</li> <li>• Daily keep up lessons ensure every child learns to read.</li> <li>• We timetable Rapid Catch Up phonics lessons for any child in Year 2 or above who still needs phonics learning or did not pass the Phonics screening check. These children access 7+ decodable books which have been created with a higher word count and include bonus material to increase language development and comprehension.</li> </ul> <p>Home reading</p> <ul style="list-style-type: none"> <li>• A decodable reading practice book is taken home to ensure success is shared with the family.</li> <li>• Reading for pleasure books also go home for parents to share and read with/to their children.</li> <li>• Year R and year 1 parents are invited into school to learn about the importance of</li> </ul>	<p>not passing the check re-sits it in year 2.</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Children will be able to understand what is read to them and answer questions including making inferences and making connections between texts.</li> </ul> <p>Fluency and assessments</p> <ul style="list-style-type: none"> <li>• Children will have a book appropriate to their fluency and understanding.</li> <li>• Measure accuracy and reading speed in one minute short assessment. (Phase 5 set 3, 4 and 5 books)</li> <li>• Assessment to assess when children are ready to exit their programme. Year 1 child - final fluency assessment 60-70+ words per minute. Older children can exit Rapid catch up when they read the final fluency assessment at 90+ per minute.</li> <li>• After they exit the programme, children do not need to read any more fully decodable books.</li> </ul>
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<p>through VIPERS.</p> <p>Fluency</p> <ul style="list-style-type: none"> <li>• To read with accuracy and with fluency, becoming more able to read words at a glance. To read the words on a page with increasing ease and speed.</li> <li>• Fluent decoding is only one component of reading. We guide the children to understand what they are reading through discussion and by linking what they read to their experiences.</li> <li>• To give opportunities for repeated practice to build fluency. The aim of reading practice is to increase automaticity and fluency.</li> </ul>	<p>reading and how to support their child at home. Parents are encouraged and directed to use the LW resources and website page.</p> <ul style="list-style-type: none"> <li>• Children have a home reading record. The parents record comments to share with the adults at school.</li> </ul> <p>Teaching Reading - Reading Practice Sessions</p> <ul style="list-style-type: none"> <li>• We teach children to read through reading practice sessions three times a week. Books are matched to the children's secure phonic knowledge. Adults are fully trained to teach a small group of approximately six children.</li> <li>• Every teacher is trained to teach reading so we all have the same expectation of progress. Adults use the same language, routines and resources to deliver reading so we can lower children's cognitive load.</li> </ul> <p>Teaching Reading - Class Guided Reading</p> <ul style="list-style-type: none"> <li>• High quality texts are chosen for class guided reading sessions - a picture book or an extract of a text. Children have planned focussed discussions around the text. For example key skills taught and practiced: reflecting on the vocabulary chosen by the author, making predictions, discussing inference, learning to retrieve information, explain and summarise the text.</li> </ul> <p>Little Wandle Fluency</p> <ul style="list-style-type: none"> <li>• After the children have completed the Little Wandle Letters and Sounds Revised programme and are secure in reading the final book level, the children can start Little Wandle Fluency. In year 2 and 3 (and beyond), we teach Fluency using</li> </ul>	
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	<p>chapter books over 2 or 3 weeks in groups of 6-10 children.</p> <ul style="list-style-type: none"><li>• Each fluency lesson focuses on one chapter of the book and should take 25-30 minutes. The structure of every lesson is the same - pre-read, read the book, after reading.</li><li>• To teach and practice prosody - each fluency lesson includes repeated reading: echo reading, rehearsed reading, emotion reading and marking up texts for reading prosody.</li></ul> <p>Reading lead &amp; Class teacher</p> <ul style="list-style-type: none"><li>• To ensure all pupils progress is monitored and evaluated closely so that all children can reach (and exceed) their full potential and so any additional support can be put in place for children who are struggling.</li><li>• Lesson templates, prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.</li><li>• To use summative data to identify children who need additional support and gaps in learning.</li><li>• To use PM benchmarking to assess children's reading once they have reached phase 5 books and inform next steps for individual children. Children can take an additional colour banded book band once ready.</li></ul> <p>Reading across the curriculum</p> <ul style="list-style-type: none"><li>• To plan opportunities for reading across the curriculum.</li></ul>	
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