



St Patrick's Catholic Voluntary Academy Intent, Implementation and Impact Statement - Reading



Intent:

At St Patrick's Catholic Voluntary Academy, reading is at the heart of our curriculum. We are committed to ensuring all our pupils learn to read fluently and develop a love of reading. We are ambitious about expectations in all year groups, and our curriculum is designed to allow the children to achieve their potential within the statutory assessment frameworks.

The aim is for all children to become frequent readers, who read for pleasure and enjoy reading for a variety of purposes. We strive to ensure that all pupils make sufficient progress with reading each year to meet or exceed age-related expectations, regardless of their gender, academic ability, special educational need or social, cultural, religious and linguistic background. We believe that strong reading skills are essential not only for progress across the curriculum, but for success in the future as adults.

We believe that all children should be encouraged to read at home and to build reading communities beyond the classroom. The more opportunities children have to read and to develop their fluency, stamina and critical thinking skills, the more motivated they become to read.

Implementation:

Learning how to read is one of the most important skills that children will ever learn. It underpins everything else. Being a fluent reader includes: knowing how to decode unfamiliar texts; reading at a pace that allows us to understand what we are reading; reading aloud with expression and intonation; developing comprehension and inference skills, as well as being able to talk with a growing knowledge about different types of texts.

We start teaching phonics in EYFS and follow the Little Wandle Letters and Sounds phonics programme until the children can read fluently. All teachers and teaching assistants are fully trained in delivering this programme and there are regular CPD and coaching opportunities. As a result, our fluent readers can decode unfamiliar word using their phonic skills. Alongside 'growing the code', children are taught how to read the 'tricky words'. These are high frequency words that do not always follow the regular phonetic pattern.

The content of the teaching for each year group is led by the National Curriculum. These programmes of study cover developing competence in decoding and comprehension skills. Reading skills are taught daily and are built into all lessons. All children have daily sessions when they are read to by the class teacher as well as being given the opportunity to practise their own reading skills. The children are also given the opportunity to read for pleasure at different times of the day. The children are assessed termly using PIRA standardised reading tests, and the results are analysed carefully. Children failing to meet expected progress are identified, and interventions are put in place to address any

gaps in reading skills. Parents and carers are supported to enable them to understand how they can support reading at home. They are provided with appropriate reading material for their child, and they are kept informed about the progress their child is making.

We promote reading for pleasure throughout our reading curriculum. Children are encouraged to develop their own love of different genres and authors, and they are encouraged to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles. Our year group reading spines, our well-stocked libraries and our inviting classroom reading areas ensure the children are introduced to a wide range of authors and genres to support teaching and learning across the whole curriculum. The reading spines and classroom reading areas are regularly updated to include new authors and texts.

Impact:

Children in our school develop a love of reading. We passionately believe reading is the key to all learning and the impact of our reading curriculum goes beyond the results of the statutory assessments.

The impact of our reading curriculum is measured through the following:

- the Phonics Screening Check at the end of Year 1;
- optional statutory assessments at the end of Key Stage One;
- statutory assessments at the end of Key Stage Two;
- children of all abilities will be actively engaged in reading activities;
- children will enjoy reading across a range of genres
- children will have a good knowledge of a range of authors, poets and illustrators;
- parents and carers will have a good understanding of how they can support their child's reading at home.

We monitor closely the percentage of children reading within age-related expectations and compare this to national averages. We aim to narrow the attainment gap between vulnerable groups and their peers.