

Hollydale Primary School



Intent, Implementation and Impact Statement - Reading

Intent

At Hollydale Primary School, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for success across the primary curriculum and aim to reflect this in a vocabulary rich curriculum, in which high quality texts are mapped into all subject areas.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Reading is a priority at our school and as such, we introduced the whole class reading approach from Year 2 to Year 6, with the aim of promoting meaningful discussion during lessons, providing children with daily exposure to modelled reading and placing a focus on the learning of new vocabulary.

We strongly believe that reading should be an enjoyable and enriching activity that reaches far beyond the discrete teaching of reading skills. We prioritise reading for pleasure in our timetable and work hard to develop home reading links, where parents play an active role in their child's reading journey. Our timetable is mapped in a way that celebrates and raises the profile of reading, books and authors: we hold reading focused assemblies, have reading together sessions for parents and carers in EYFS and KS1, reading buddies in KS2 and a daily dedicated 'story time' in each class.

Implementation

Phonics

At Hollydale we use a synthetic phonics programme called 'Little Wandle Letters & Sounds Revised'. Little Wandle is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their knowledge of sounds and applying them to appropriately pitched reading books. Children are sent home with a reading book that is linked to the phonics phase that they are working on in class. EYFS and Year 1 follow the Little Wandle programme and in Year 1 this is supplemented by daily supported reading sessions, where children begin to develop their skills of comprehension and fluency, ready for Year 2.

Shared Reading

From Year 2, children are taught reading using the shared reading approach. A key text is chosen from a variety of class sets available to each year group; these books cover a range of genres and text types and have been carefully chosen to link to other areas of study, such as Science or History, to support our cross-curricular reading approach. Teachers begin by contextualizing the book, introducing new vocabulary and modelling reading strategies. The lesson is then focused on a core reading skill, taken from the content domains laid out in the National Curriculum. Teachers use a bank of question stems and structures (which align with end-of-key-stage tests) to support their planning of clear and meaningful activities that link to these content domains. Each classroom has an inviting book corner and a meaningful reading display.

Interventions

Interventions focusing on fluency, stamina and specific comprehension skills are mapped in to support the progress of all readers. As well as this, children in KS1 and KS2 who still require further development in phonics and decoding take part in an intervention three days a week (Lexia), focusing on the specific phase they are struggling with. In addition to adult-led interventions, our 'buddy readers' allow children to support each other on their reading journey.

Celebrating Reading

In our mission to develop keen and fluent readers, we place a huge emphasis on exploring books and authors throughout the school calendar: we regularly timetable reading for pleasure sessions; run book assemblies in which staff and children share their favourite books and authors; visit the local library; classes have a dedicated 'story time' each day; and days such as poetry week and World Book Day are accompanied by author visits and workshops. Further to this, each child has a home reading record that they take home with their reading book each day. They read for at least 15 minutes at home and discuss the book with their parent or carer, who supports their child using a 'reading question prompt' document given to all families at the start of the academic year. The children bring their signed reading record in each morning to be checked by an adult.

Impact

Impact in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Attainment and progress in all other year groups is measured through termly reading assessments, used alongside the moderation of reading books to make judgements against national curriculum objectives. Teachers upload this assessment data onto Target Tracker and monitor progress towards NC objectives as well as the progress of targeted intervention groups. Termly moderation meetings are held in school, where teachers work to identify gaps in knowledge and skills that is then used to inform future planning. Throughout the term, the Senior Leadership Team carry out learning walks, observations, book looks and pupil progress meetings in order to monitor the quality of teaching and

learning across the school. The outcome of these reviews is reflected in actions set out in teachers' appraisals, the English Action Plan and as whole school targets shared with staff.

Children leave Hollydale Primary School with a love of reading across all genres, knowledge of a range of authors and an understanding of the power of reading to open doors and unlock potential. They will be ready to apply their broad skill set to their study of the wide range of subjects in their forthcoming secondary education.