

Intent Implementation Impact



Reading - Intent, implementation, impact

Intention

At Our Lady & St Rose of Lima School, we intend to create confident readers who have the ability to develop a deep and true understanding of what they read and appreciate the importance and value of reading for pleasure. We aim to foster and promote a love of reading, fluency and a secure ability to comprehend information. It is important for us that children are able to comprehend at a high level rather than just sight read. We aim to create a love of reading, through encouraging reading at home and working closely with parents to do this is vital. In order to foster a love of reading across various genres, we aim to expose children to a wide range of texts and purchase books accordingly.

The reading curriculum at St Rose of Lima School follows the National Curriculum and aims to build on and enhance this. To ensure that pupils develop a secure knowledge and skills base that they can build on, reading is organised into a progression model that outlines the skills to be taught in a sequentially coherent way towards defined expectations at the end of each year and at the end of Year 6. The skills we use are known as VIPERS.: Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise. These are mapped out to ensure pupils build on secure prior learning.

Our curriculum builds from developing an understanding of and love of stories alongside the introduction of phonics in the EYFS to comprehension and in-depth discussion of complex and varied texts by the time our children reach upper Key Stage Two. In order to do this, children follow a programme of systematic synthetic phonics alongside a curriculum that is rich in "book talk." (Please see the phonics and early reading Intent, Implementation, Impact documents for further detail)

As children become more fluent readers, they are able to begin considering a range of questions about texts they have read with increasing independence. When we consider the simple view of reading model (Gough and Tunmer in 1986) we must necessarily begin by focusing on comprehension and decoding separately before increasingly bringing these skills together as children move through the school. Children in Year One will understandably be more reliant on having complex texts read to them before discussion so that they can be challenged to develop comprehension skills whilst their decoding skills increase. However, children in Year 5 and 6 have the decoding skills to read a challenging text wherein the focus is on their ability to comprehend with skill and nuance.

Our Lady and St. Rose of Lima sits within an area that is in the top 20% of wards when ranked for deprivation and this has increased significantly since 2015. (Birmingham City Council, 2019). When we consider how vital being able to read is for our pupils to grow into adults who are able to fully participate in society socially, economically and culturally this statistic becomes starker reading. We want our children to be able escape cycles of poverty and reading must form the cornerstone of this. Largely, we cater to disadvantaged children through offering them a strategic, well

sequenced taught reading curriculum that sits in the context of a whole school culture of reading for pleasure. The lowest attaining 20% of pupils are either supported through targeted phonics intervention, a phonics and fluency comprehension or through involvement in whole class reading lessons with increased scaffolding through support from staff, peers and the use of whole class discussion. The lowest attaining 20% of readers also read daily with an adult in school.

Reading also enables our pupils to build an understanding of and tolerance for those with different faiths and cultures as they are able to immerse themselves in the lives of those quite different from them and consider whether characters are being treated with mutual respect.

Implementation

Timetabling

Nursery	
Reception	5x 30 mins phonics 5 x 10 min daily reader
Year One	5 x 30 mins phonics 5 x 10 min daily reader
Year Two	4 x 30 min WCR (Whole Class Reading) 5 x 10 min daily reader
Year Three	4 x 30 min WCR 5 x 10 min daily reader
Year Four	1 x 45 min WCR 3 x 30 min WCR 5 x 10 min daily reader
Year Five	2 x 45 min WCR 3 x 30 min WCR 5 x 10 min WCR
Year Six	4 x 40 min

From EYFS to Year 2, phonics is taught following the Bug Club phonics programme. Alongside the children from Nursery to Year 1 take part in English lessons that use a book as the foundation to build understanding of concepts such a narrative, plot, setting and character whilst honing their writing skills. From Year 2, Whole Class Reading is added to the curriculum to bring together word reading and comprehension skills. Progression in the Whole Class Reading curriculum is evident in the complexity and length of the texts used. The whole class reading curriculum is designed to scaffold learning through the use of the text being shared aloud (by children and adults), pre-teaching complex vocabulary and the use of partner talk, whole class feedback and teachers adapting their practice to as needed using a range of strategies taught in staff training. However, for children who still struggle to access the text a phonics and fluency intervention (Talisman) takes place during some of these sessions. Children with a reading age under eight take part in daily phonics interventions to close their gaps with regards to decoding as easy recall of phonics is essential to decoding. This is to allow them to improve fluency to a point where they are able to rejoin Whole Class Reading sessions. (Please see supporting KS2 readers policy for further information).

From Year 2 to Year 6 children read, discuss and answer a range of questions on three texts linked to a theme for the week e.g. The Industrial Revolution to expose them to a wide range of age-appropriate texts throughout the year. These include fiction, non-fiction and poetry. In order to ensure that children also have the opportunity to discuss and reflect on a novel in its entirety, they also have at least one lesson a week focused on their class novel for the term. This is also the novel that serves as inspiration for their writing journey and is the text shared during the end of day reader session. They answer VIPERS questions on the part of the text they have read most recently. These lessons are largely centred around discussion of the plot, character development and the causes of events in the story so far.

Whole class reading lessons include the following elements:

Key vocabulary - This is pre-selected from the text, located and then discussed in context.

Retrieval quiz - five to eight retrieval questions that children can answer largely without reference back to the text.

Partner talk - Children are given a question based on a specific section of the text and discuss it in pairs before feeding back to the whole class. This gives all children the opportunity to hear new ideas and form their thoughts into sentences.

Individual thinking - These tasks are similar to partner talk tasks however children should reflect and respond to these alone in their books.

Solo work - This is a longer task at the end of the lesson.

Our reading curriculum is a brilliant opportunity to make cross curricular links. There is wide variety in the texts that children explore. We can see this in two examples from Year Six. One week is spent reading texts about The Industrial Revolution - this allows them to revisit content from Year 5 and apply background knowledge. Year 6 also spend a week reading texts about Carl Linnaeus in the week where will also be learning about him in their science lessons.

Impact: what difference is our curriculum making to pupils?

Our curriculum gives our children the time to explore a wide range of texts that they would not be able to access independently and work with the support of their class teacher and peers to investigate their meaning and how this is created. Children are given regular opportunities to discuss their viewpoints before crafting a written response. They develop the skills needed to be a confident reader - a wide vocabulary, inference, prediction, explanation and retrieval.

In order to measure the impact of our reading curriculum on our pupils, staff carry out formative assessment throughout lessons through questioning and reading over written responses and report any ongoing concerns to the subject lead. At the end of each term, reading comprehension assessments take place from Year 1 to Year 6 to monitor children's progress and put in place support for those who need it. Reading age assessments also take place each half term to monitor which children need further phonics intervention but also to see if any children currently in phonics intervention groups have caught up. Termly assessments also inform class teachers who are able to tailor their practice based on this information. At the end of the year, assessment data is used to decide who needs targeted support going forward.

References

Deprivation in Birmingham Analysis of the 2019 Indices of Deprivation December 2019