



**Intent, Implementation and Impact Statement**

**English-Reading**

Intent

At Rotherhithe 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. We follow a shared reading approach from Year 2 to Year 6, with the aim of promoting meaningful discussion during lessons and 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: each class visits the library every half term, there is a weekly timetabled session for Reading for Pleasure and dedicated time for reading the class book in each day.

Reading is key priority at our school this year and this is reflected in both our School Development Plan and staff appraisal documents. This shared whole school responsibility for reading will ensure a collective understanding and implementation of our reading approach and the updated Reading Framework.

Implementation

**EYFS**

Each week, one core book is read and explored. Teachers plan and provide stimulating and enriching activities to facilitate an immersive experience of each text. Children develop an understanding of stories through sequencing activities, retelling and exploration of characters and plots; this is supported by storytelling props. The core text is the main stimulus for all learning as part of a thematic approach: cross curricular activities, role play, creative learning, trips and PSED. Alongside adult directed teaching, staff feed children's interest into the planning cycle and provide texts and linked activities so that children can pursue their own learning.

**Phonics**

At RPS we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc 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 in small groups where they participate in speaking, listening and spelling activities



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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 Read Write Inc programme and in Year 1 this is supplemented by guided reading sessions, where children begin to develop their skills of comprehension and fluency, ready for KS2.

### 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. We see great value in children reading from physical copies of books and so have raised money to provide every year group with access to a class set of books to use in Shared Reading every half term. We believe this promotes a real respect for and love of books and reading.

### Interventions

Interventions focusing on phonics, fluency, stamina and comprehension skills are mapped in to target the progress of children most in need of support. These interventions are monitored closely and changed based on half-termly assessments in phonics and reading comprehension.

### Reception & Year 1:

In addition to their daily phonics lesson, children most in need of support access further phonics catch up sessions, which cover the gaps identified in the phase they are working on.

### Year 2 – Year 6

#### Fluency

Intervention	Lead by
RWI phonic sessions for those children who have not yet exited the programme	Adults working with EHCP children
Read, Write Inc Fresh Start programme	Teaching assistants



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1:1 reading for fluency	SLT, Admin staff, volunteers, Lunchtime staff
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Comprehension

Intervention	Lead by
Targeting general comprehension through rich discussion of text.	Teacher/ teaching assistant

Vocabulary

Over the last year, we have had a huge drive on vocabulary in order to address the vocabulary gap many of our children are faced with. Instead of vocabulary being introduced with a dictionary definition, lessons (across all subjects) start with a vocabulary exercise that promotes depth of understanding: word association games, synonym and antonym wheels, writing short stories with key words and drawings of words, to name a few. We place high importance on etymology and contextualising words, so children are more able to commit new vocabulary to long term memory. While tier three words are embedded and taught through our use of knowledge organisers, tier two vocabulary (categorised into Action, Descriptor and Context words) is mapped out and taught progressively through the school.

Reading for Pleasure

Last year we started a new Reading for Pleasure journey, having taken on a new approach. We now follow the RIST model: Reader lead, Informal, Social and with Texts that tempt. This means each Reading for Pleasure session looks different in every class and is shaped by the interests of the children. After consultation with children, we ordered new books and created book genre files which are available for classes to borrow during their reading for pleasure sessions. These include graphic novels, joke books, magazines, football fiction, historical fiction and comics. Children are also able to log into an online library during these sessions, accessing a wide range of books and audio books. With a recent move into our new school building, our reading spaces are a work in progress. However, we are enjoying working alongside children to create a library and book corners that appeal to them and reflect their favourite books and authors.

In the early years, children choose a text to take home and share with their parents in addition to their reading book matched to their phonic ability. Each day, a book club is held at lunch time, where children can share and discuss their favourite stories. In reception, reading cafes are held weekly and parents are invited in to share books with their child.

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: each class dedicates



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a session a week to reading for pleasure; books are shared in assemblies; classes have a dedicated 'story time' each day; and days such as poetry week and World Book Day are often 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 and celebrated by an adult.

In our pursuit of raising the profile of reading in our school community, we are this year taking part in Children's Book Project: Discovery Programme. We will be putting on three events throughout the year in which each child can, alongside their parents, choose and take home two pre-loved books. We see great value in this shared experience of choosing and reading books together.

Impact

Impact in reading is measured using the statutory assessments at the end of Key Stage 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 NTS 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. 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. Pupil and teacher voice surveys are conducted as another way to assess the impact, confidence and enjoyment of teaching and learning.

Children leave Rotherhithe 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.