



Rotherhithe Primary School
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 at the heart.

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 and oracy skills during lessons and providing children with daily exposure to modelled reading and 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, authors and poets: 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.

Implementation

EYFS

Reading is at the heart of the Early Years Foundation Stage, with the aim of fostering a lifelong love of books and language from the very beginning. We use the Read Write Inc. phonics programme to provide a systematic and structured approach to early reading. Through engaging daily sessions, children learn to recognise sounds, blend them to read words, and develop fluency and confidence in their reading. 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.

We place great value on reading for pleasure — sharing stories, poems, and non-fiction texts that capture children's imaginations and build their vocabulary. Our classrooms are rich in print and filled with inviting book areas where children are encouraged to explore and enjoy books independently and with adults. This balanced approach ensures that every child becomes not only a skilled reader but also a passionate one.

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 in our reading café in the outdoor area, where children can share and discuss their favourite stories with their friends and staff. In reception, reading cafes are held fortnightly and parents are invited in to share books with their child.

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 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 a shared reading approach. Teachers begin the shared reading sequence by contextualizing the chosen text, 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. Rich and open-ended discussion of the text is prioritised across the shared reading cycle. We see great value in children reading from physical copies of books and ensure that each class has access to a class set of books, linking to their curriculum, 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	Support staff
1:1 reading for fluency	SLT, Admin staff, Learning mentors, Lunchtime staff

Comprehension

Intervention	Lead by
Focus on a particular reading domain.	Class teacher / support staff
Targeting general comprehension through rich discussion of text.	Class teacher / support staff
Same day intervention for a changeable group of children to address a gap identified following whole-class teaching.	Class teacher / support staff

Vocabulary

We work hard to address the vocabulary gap many of our children are faced with. Instead of vocabulary being introduced with a dictionary definition, lessons frequently start with a vocabulary exercise that promotes depth of understanding, such as word association games, synonym and antonym wheels, writing short stories with key words and drawings of words. 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

We follow the RIST model for reading for pleasure: 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 annual pupil voice surveys, we order new books and create 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. We are on a journey, with the help of our reading ambassadors, to make sure that the school library and book corners appeal to the children using them and reflect favourite books and authors.

Celebrating Reading

In our mission to develop keen and fluent readers, we place a huge emphasis on exploring books, authors and poets throughout the school calendar:

- Each class dedicates a session a week to reading for pleasure
- Books are shared in assemblies
- Classes have a dedicated 'story time' each day
- Each class is assigned a 'Poet of the Term' to read and celebrate
- Days such as National Poetry Day and World Book Day are celebrated across the school
- Reading ambassadors champion the subject and identify areas to improve

- Children's Book Project allows children to take home 6 pre-loved books per year with events involving parents and authors.
- Parent workshops are held to promote the importance of reading

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.

Impact

Impact in reading is measured using the statutory assessments at the end of Key Stage One and Two and in attitudes of children towards the subject in pupil voice surveys. End of key stage 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 Arbor 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 poets 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.