

## Mary Tavy and Brentor Primary School

### Intent, Implementation and Impact Statement: Reading



*A great curriculum responds to the needs of individuals and enables them to flourish academically, spiritually, morally socially and culturally. 'Enjoy' is personified in many ways when describing the intent of the curriculum at Mary Tavy and Brentor Primary School. We aim to provide a broad and balanced education that empowers and challenges children. It defines what children will learn at each stage of their education, preparing them for future success, hungry to learn more with an aspiration to achieve at the highest level across all aspects of their life.*

### Intent

At Mary Tavy and Brentor we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want to foster a love of reading exposing children to a good knowledge of a range of authors. From Reception children are exposed to the Pie Corbett Reading spine. Essential reads' create a living library inside a child's mind. This is the 'reading spine'. Schools that have a reading spine build a common bank of stories that bind the community together." Pie Corbett, Literacy expert. Children will be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

*As part of the Recovery Curriculum, we will ensure that children are given the opportunity to finalise and consolidate their knowledge from the previous year group's learning before beginning the current year group's learning.*

### Implementation

The key to the successful implementation of our curriculum is the belief that all members of our community are committed to lifelong **learning** and improvement. High expectations of children permeate every aspect of school life. We expect them to sustain concentration, becoming progressively independent, resilient **learners** who know what it means to **enjoy** their learning

#### **Classroom organisation**

We teach phonics and reading skills as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. Rapid graspers are also given opportunities to demonstrate a greater depth

of understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts.

### **Phonics: Early Years and Key Stage 1:**

Pupils are taught as a whole class, focusing on individual sounds, groups of sounds and common exception words within different 'phases'. We have an agreed progression for the teaching of new sounds and use a variety of published schemes and resources to support this. Slower graspers are given additional support from teachers and teaching assistants, either within the whole class lesson or as part of planned interventions that take place in addition to the lesson. During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. After this, lessons move towards whole class reading lessons that take the same model as Years 2 to 6. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of these key skills.

*During the Autumn term, year 2 children will complete the 'Phonics Screening' that should have been done at the end of the previous academic year. Year 2 will receive phonics teaching based on the end point prior to COVid19 lockdown.*

### **Whole school Reading Scheme**

We have a whole school reading scheme which includes Oxford Reading Tree and Rising Stars that ensures progression in both word reading skills and comprehension. The scheme is structured to ensure that children have access to a wide range of texts and allows for pupils to develop their skills within a level before moving to the next level. All pupils have a home reading record which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.

*During the Autumn term teaching will be tailored by focusing upon the previous year group's learning to cater for individual children's starting points.*

### **Marking and Feedback:**

Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

### **Summative Assessment**

Summative assessments will be entered into data monitoring platform each half term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements for the most part on the quality of the written outcomes pupils given after structured teaching within the agreed reading skills. Teachers may also complete reading assessments (e.g. past SATS papers, Single word assessment, PIRA assessments) to provide another piece of evidence to support their assessment judgement. If tests are used, care is taken to ensure that pupils are prepared appropriately for the test, and any barriers to accessing these is removed.

*We aim to have children back on track by the end of Spring term 2021 in line with our recovery curriculum*

## **Impact:**

Pupils will enjoy reading across a range of genres

- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)
- Children will be taught the previous year group's learning in order to fill any gaps in their learning as part of the recovery curriculum.

