



Intent, Implementation and Impact Statement

Intent

Learning for Living: A key belief held at our school is that we want our children, regardless of their background or reading experience, to be proficient readers motivated by a love of books. Our systematic phonics teaching and progressive reading curriculum, provides children with opportunities to read widely balancing word recognition, comprehension and pleasure. Through the implementation of our reading offer, and the value placed on reading both for pleasure and learning across the curriculum, pupils at Brunswick are motivated, think positively about reading and confidently transfer skills taught in reading to other areas of learning.

Respect: Collaborative reading is a big part of how we teach the decoding and comprehension skills necessary to become a fluent and reflective reader. Whole class, group and paired sessions are built into reading practices across the school. These encourage the children to show respect for others through turn-taking and the sharing of ideas, as well as providing a model for the discussion skills needed for effective, respectful speaking and listening. The children’s management of their class book corners and selection of books from the libraries to populate them, exposes them to the skills, interests and experiences of others. This includes self-representation in the books which are inclusive of the diversity of our community.

Support and Challenge: The Phonics and Early Reading programme used in EYFS and Year 1, matches the texts children read to their decoding level. Regular teacher assessment ensures those needing additional support, are identified early and given quick keep up or catch-up interventions. Where necessary, explicit phonics teaching continues for some of our SEND or EAL pupils beyond KS1. This Rapid Catch-up phonics intervention is regularly assessed to ensure teaching is targeted and gaps are closed. For SEND and EAL pupils who can decode but lack comprehension, VIPERS skills at the appropriate year group are teamed with books from the Project X series. Children working at greater depth for their age are extended in lessons with the use of ‘Take the Challenge’ tasks and are offered additional reading responsibilities outside of class in the form of Reading Ambassadors or Junior Librarians.

Implementation

Reading is celebrated and held in high regard in our school environment. All children have access to reading spaces throughout the day and visit the school libraries as a class to restock their book corners, share texts or hear a story read. Story time takes place every day in all classrooms, and weekly reading celebration assemblies allow children the opportunity to hear book recommendations from staff and peers. The pupils are encouraged to take ownership of their own reading and give their input to books bought for the school. Our Reading Ambassadors and Junior Librarians work hard to encourage others to read and facilitate the management of the shared reading spaces. Skills beyond phonetic decoding are taught using a clear progression of reading skills (VIPERS) to ensure that children are challenged to think about and discuss texts they read at an appropriate level for their age and ability. Teaching is targeted, well-paced and encourages group, paired and independent work.

EYFS: Reading and the availability of a wide range of texts are built into everyday practice in our early years setting. In Nursery, the Foundations for Phonics scheme from Little Wandle is used, in which children are exposed to listening activities with letter sounds. In Reception reading is taught daily with using Little Wandle Letters and Sounds. In both EYFS settings, books are matched and displayed alongside the topic-based activities set up around the room and to encourage children to explore texts as they learn. Independent and peer reading for pleasure is encouraged in both Nursery and Reception through use of ‘The Lending Library’ and ‘Book Zone’ areas respectively. Children have access to these designated reading spaces throughout the day. Book talk with peers is also supported in Reception classes during their half termly book sharing with their KS2 Book Buddies. Sharing of books at home is encouraged in Nursery where families have daily access to ‘The Lending Library’ at pick up and drop off to select books to take home to share, while Reception parents are encouraged to change their child’s picture book daily at home time.

KS1
Children have daily whole-class phonics sessions and interventions. In the summer term, additional reading comprehension practice is introduced using the Cracking Comprehension and VIPERS skills are introduced. Whole class guided reading is introduced in Year 2 and taught four times a week for 20-30 minutes using a range of fiction, non-fiction and poetry texts. Lessons begin with a discussion of the vocabulary in the WALT with children annotating topic specific words they are unfamiliar with. This is followed by a brief discussion of which VIPERS skills may be useful in the session. A mixture of adult-led, paired and independent reading is used in the sessions to ensure children are able to read with intonation and fluency. Children are set up to 4 questions to complete. Answers are discussed in class and children edit where necessary. Children who access the resource base use either Project X books or texts from a focus author or around a theme using VIPERS. Cracking Comprehension is used for two weeks each half term in Year 2. Pupils are explicitly taught to analyse questions to identify what they are looking for in the text and where they will go to find their answers, as well as the skills of skimming and scanning for evidence. Social reading is encouraged in Years 1 and 2 through half termly book sharing sessions with their KS2 Book Buddies.

KS2 In KS2, whole class guided reading is taught four times a week for 30-40 minutes using a range of fiction, non-fiction and poetry texts. Lessons begin with a discussion of the vocabulary in the WALT with children annotating topic specific words they are unfamiliar with. This is followed by a brief discussion of which VIPERS skills may be useful in the session. A mixture of adult-led, paired and independent reading is used in the sessions to ensure children are able to read with intonation and fluency. Children are set up to 5 questions and complete one as a class, with teachers explicitly modelling the answer, one in pairs and the remaining alone in their reading journals. Answers are discussed in class and children edit where necessary. Cracking Comprehension is used every three weeks. Children read an unknown extract and apply the VIPERS skills they have learned. Social reading is encouraged in KS2 through half termly book sharing sessions with their EYFS and KS1 Book Buddies. Children also Stop Everything And Read (SEAR) for 10-15 minutes each day to share and discuss books with their teachers and friends. Children in KS2 are also encouraged to talk about books they enjoy by giving them ownership of their class reading corners as they work as a class to populate their class book corners using stock from the library.

		<p>SEND intervention for pupils working 2 years below ARE are run using the VIPERS skills at the expected level with Project X texts matched to children's reading ability. Children who access the resource base use either Project X books or texts from a focus author or theme using VIPERS.</p>
<p>Impact</p> <p>Children's enjoyment of reading is looked at with surveys, book talk and discussion with the Reading Ambassadors. This has empowered them to share their views and needs. Phonics and Reading are assessed regularly. Teachers of early reading skills assess children's progress continually through their participation in daily phonics sessions and through observations of their reading behaviour during the school day. Assessment materials provided by the Little Wandle Programme are used regularly and the data analysed by the phonics lead and teachers to inform actions. In KS1 and 2, assessment is established by considering pupils understanding of the daily objectives taught, Cracking Comprehension Programme and PIRA tests. Data is analysed and actions to move children on are put in place during pupil progress meetings.</p>		
<p>EYFS In the Nursery, staff observe children's participation and monitor how well they begin to hear the different sounds and blend orally. In Reception, teachers use the collected data from LWLS and information to plan interventions. Staff observations of children during free flow assess evidence pupils progress towards the Word Reading and Comprehension ELGs. Reading forms part of the GLD judgement and this is reported to the local authority.</p>	<p>KS1 Cracking Comprehension is used to inform teachers' assessment of reading with assessment tasks being logged every three weeks in Year 2 and twice in the summer term for Year 1. Progress In Reading Assessments (PIRA) are completed three times throughout the year in KS1. Data is tracked on DCPro and informs discussions had at pupil progress meetings. Children in the bottom 20% are targeted for additional one to one reading with school staff or parent volunteers and are also allocated a Reading Ambassador to share stories with. For some of the SEND pupils and those who access the resource base, progress is measured using small steps assessments every half term. Where appropriate, children are also given Cracking Comprehension and PIRA papers at their reading level. Reading is assessed at the end of Year 2 as part of the SATs assessments. This data is collected nationally and is reported to parents.</p>	<p>KS2 Cracking Comprehension is used to inform teachers assessment of reading with assessment tasks being logged every three weeks. Progress In Reading Assessments (PIRA) are completed three times throughout the year in KS2. Data is tracked on DCPro and informs discussions had at pupil progress meetings. Children in the bottom 20% are targeted for additional one to one reading with school staff or parent volunteers and are also allocated a Reading Ambassador to share stories with. Reading is assessed at the end of Year 6 as part of the SATs assessments. This data is collected nationally and is reported to parents. For some of the SEND pupils, progress is measured using small steps assessments every half term. Where appropriate, children are also given Cracking Comprehension and PIRA papers at their reading level.</p>