**Langley Fitzurse C of E Primary School – Reading and Phonics - Intent, Implementation and Impact Statement**

**Intent:**

At Langley Fitzurse C of E Primary School our intent is to deliver a quality reading curriculum that engages, inspires and motivates children to develop a love of reading. Reading is a skill for life that cannot be undervalued and we see reading as key to our pupils’ future success. Our curriculum is frequently reviewed to ensure that it is current and effective, and teachers are supported and aided in their teaching of reading, ensuring confidence in the skills and knowledge that they are required to teach. Wherever possible we will aspire to incorporate reading across different curriculum areas. The structure of the reading curriculum across school shows clear progression in line with age related expectations. The daily teaching of phonics in Early Years and KS1 allows key phonic skills to be revisited regularly, allowing repetition to embed learning. A strong, whole school approach to comprehension ensures children can understand what they read. Children will be able to discuss and answer a full range of comprehension question types both orally and in written form, including inference and deduction. Our intention is that all our children are able to read competently and fluently texts in line with age related expectations. We aim to ensure that reading is a high profile subject, which children view with a positive attitude.

**Implementation:**

At Langley Fitzurse C of E Primary School we aim to develop a love of reading through actively promoting the subject in all areas of the curriculum. This is achieved through regular library time, engaging texts, Reading Certificates, visiting authors and Reading Patron, as well as celebrating events such as World Book Day. Guided reading time provides a range of opportunities to engage with books through a variety of motivating activities. Teachers utilise Whole Class Guided Reading as well as Guided Reading sessions in small groups. Good practice is always shared between staff and all CPD is used to inform teaching and learning across school. Reading resources are frequently audited so that children have materials of high quality to support their learning. The school follows the Sounds Write phonics programme. Children who are not making expected progress are given targeted intervention in the form of precision teaching, Speed-Read, BoostingReading@Primary and small group work. Teachers ensure that children are well prepared and monitored in order to pass the phonic screening at the end of Year 1 and intervention put in place to ensure children can achieve this at Year 2 if not successful in Year 1. The skills of vocabulary, prediction, inference, sequencing, retrieval and understanding the whole text are specifically taught using Reading Vipers. This is a whole school approach in order to ensure clear progression of comprehension skills across the key stages. A range of assessments are completed three times per year to ensure every child is making sustained or accelerated progress. Children are assessed both on their fluency and comprehension skills. The school adopts a collaborative approach to working with parents in order to develop children’s reading skills. This takes place in the form of an introductory phonics session to parents of Reception children, regular checking of Reading Records and sharing of end of year expectations for each year group. Events such as World Book Day, visiting authors and our Reading Patron, as well as an annual book fair all help children to be excited about reading and develop their imagination as well as factual knowledge.

**Impact:**

Children know that reading is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of reading due to learning in an environment where it is promoted as being an exciting and enjoyable subject in which they can explore a wide range of texts and text types. This fosters a love of reading that children take with them into secondary school and beyond, enjoying reading for pleasure as well as for work purposes. Our feedback and interventions support children to strive to be the best readers they can be. The intervention strategies of precision teaching, BoostingReading@Primary and Speed-Read are continuously endeavouring to remove barriers to learning in reading. Pupil voice, learning walks and lesson study are used to monitor the quality of teaching and learning in reading and phonics. These will then inform future areas for learning.