

Intent, Implementation and Impact of Reading at Wookey Primary School.

Intent

At Wookey Primary School, our intent is to foster a love for reading, develop strong foundational skills, and ensure every child becomes a confident and proficient reader. This intent is underpinned by a rich curriculum that exposes pupils to a wide range of high-quality texts, genres, and authors, catering to the diverse interests and abilities of all learners. The school aims to instil a lifelong passion for reading, equipping pupils with the necessary skills to access, understand, and critique a variety of texts across different subjects.

As such, when leaving Wookey Primary School, we aim for all children to:

- Be excited and motivated to read for pleasure.
- Demonstrate enthusiasm and confidence when discussing the wide range of authors, illustrators and text types they know.
- Be curious to explore new texts and authors and question what they have read.
- Value the use of text as a tool for gaining a deeper understanding of areas of interest or for investigation including knowledge about themselves and the world in which they live.

Implementation

The implementation of the Reading curriculum at Wookey Primary School is characterised by a systematic and cohesive approach that prioritises literacy development at every opportunity. Teachers integrate reading into all areas of learning, providing cross-curricular opportunities for pupils to engage with texts in meaningful contexts. Reading is taught explicitly through high-quality phonics instruction in the early years, building a solid foundation for decoding and comprehension skills.

Furthermore, the school utilises a range of evidence-based teaching strategies, such as whole class reading fluency sessions, shared reading experiences, and independent reading time, to develop pupils' fluency,

vocabulary, and comprehension abilities. Teachers carefully monitor individual progress and provide targeted support to ensure that every child makes continual progress in their reading journey.

In addition, Wookey Primary School places a strong emphasis on fostering a reading culture within the school community. Regular reading assemblies, author visits, and reading challenges create a buzz around reading, encouraging pupils to explore new genres and discover new authors. The school library is a vibrant hub promoting reading for pleasure and providing access to a wide selection of up-to-date, age-appropriate and engaging texts.

Impact

The impact of the Reading provision at Wookey Primary School is evident in the progress and attainment of its pupils. Through a rigorous and well-sequenced curriculum, children develop into confident and enthusiastic readers who can comprehend and analyse complex texts across various subjects. The school's focus on early intervention and targeted support using 1:1 reading sessions, termly PIRA tests, regular phonics assessments and pupil voice ensures that no child is left behind, with all pupils making significant strides in their reading abilities.

Moreover, the strong reading culture cultivated within the school fosters a positive attitude towards reading, leading to improved motivation, engagement, and overall academic achievement. Pupils demonstrate a genuine love for reading, with many choosing to read for pleasure both in and outside of school hours. This passion for reading not only enhances pupils' academic outcomes but also enriches their personal growth and development.

In conclusion, the implementation of the Reading curriculum at Wookey Primary School has a profound impact on pupils' literacy skills, attitudes towards reading, and overall educational experience. By promoting a love for reading and equipping pupils with essential skills, the school empowers its learners to succeed academically and thrive as lifelong readers.

How we teach reading at Wookey Primary School.

Reading is a clear priority at Wookey Primary school and has a prominent place on all class timetables. The teaching of reading is made up of the following elements:

Whole School Elements from Year R to Year 6

- A clear and sequenced English curriculum, which uses high-quality texts at the centre of the scheme to ensure children are exposed to a wide range of text types.
- The use of high quality texts across the wider curriculum to ensure children are exposed to the very best of English literature and to deepen their understanding in all areas of the curriculum.
- Protected story time happens at least once a day featuring 'demonstrated reading' from the teacher. (A chance for the teacher to model fluency and the process of making inferences when reading to pupils.)
- Modelled and shared reading within the English curriculum and across the wider curriculum.
- Whole class reading fluency sessions take place 3x a week for 20 minutes. Reading of a text is modelled by an adult or a peer. Pupils then read the same text aloud with appropriate feedback. This is also used as an opportunity to develop children's vocabulary with 5 new Tier 2 words taught each week.
- Reading for pleasure time is a part of all class timetables.
- Classrooms show reading as a high priority, where children have access to high quality texts.

- Access to the school library.
- All children have access to an extended school library session once a term in the form of a 'Book Club' where they have the opportunity to discuss books they have enjoyed reading, recommend authors to each other or experience new authors/text types.
- Authors/local library are invited in as much as possible.
- Termly whole school reading challenges take place.
- Home reading expected to take place 3x a week.
- Bottom 20% are identified in all classes and strategies are put in place to support them accordingly.
- PIRA used from year 1 to 6 3 x a year to support with the identification of gaps.

In EYFS and KS1 the whole school elements are supplemented by:

- In Reception and KS1 daily, high quality phonics sessions take place using our Twinkl Phonics Scheme. In preschool, phase 1 phonic sessions take place regularly.
- Regular assessment takes place to ensure no child is left behind. Support is put in place quickly when gaps are identified.
- In Preschool and Reception 40 key texts have been identified, that are both familiar and new to the children to ensure they are exposed to a wide range of texts developing their story knowledge, vocabulary and experiences of the world around them.
- In Reception a daily story vote takes place.
- All children heard read at least once a week in a 1:1 session, with the identified bottom 20% heard 3x a week.
- Reading Scheme using colour banded books that are phonetically decodable are used to support children's development of early reading skills. Whilst all children develop at different rates, we aim for children to be on a 2b/yellow by the end of Reception, orange by the end of year 1 and gold by the end of year 2.

In KS2 the whole school elements are supplemented by:

- VIPERS sessions that take place 1x a week for 30 minutes.

Interventions

- Phonics catch up sessions take place daily using Twinkl phonics intervention support materials for both KS1 and 2 children.
- Increased 1:1 reading opportunities.
- Nessy online support programme.
- ILI intervention used in KS2.
- Precision Teach