

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. The process begins in Early Years exposing children to a range of core texts, whilst following a systematic programme of synthetic phonics. Wookey Primary School uses Twinkl phonics throughout the school, providing a comprehensive, Government approved scheme that is matched to the children's needs. This builds a solid foundation for decoding and comprehension skills.

We recognise that 'learning to read' does not stop once children have passed the phonics check. Therefore, range of evidence-based teaching strategies are used to teach a structured reading fluency programme from key stage 1 right through to the end of year 6 to ensure children read with accuracy, automaticity and prosody. Furthermore, the school utilises shared reading experiences, and independent reading time, to deepen

children's 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.

Reading is integrated into all areas of learning, providing cross-curricular opportunities for pupils to engage with texts in meaningful contexts.

In addition, Wookey Primary School places a strong emphasis on fostering a strong reading for pleasure 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:

High quality phonics teaching and monitoring

- In our Early Years Class and KS1 daily, high quality phonics sessions take place using our Twinkl Phonics Scheme.
- Children expected to read 5x a week.
- Phonics sounds and videos sent home weekly along with common exception words.

A clear reading curriculum to support accuracy, automaticity and prosody for KS1 and 2

- Whole class reading fluency sessions take place 3x a week for 20 minutes. Reading of a text is modelled by an adult. Pupils then read the same text aloud thinking about their accuracy, automaticity and prosody. This is also used as an opportunity to develop children's vocabulary with 5 new Tier 2 words taught each week.
- VIPERS sessions take place 1x a week for 30 minutes to further develop vocabulary and comprehension.

Assessment strategy in place to ensure no child is left behind

- In EYFS and KS1, half termly phonics assessments take place for all children and fortnightly for those children, who need more support. Support is put in place quickly when gaps are identified.
- Formative assessment takes place on a daily basis.
- In KS1 and KS2, children complete PIRA and SSRT assessments three times a year to track progress.
- Bottom 20% are identified in all classes and strategies are put in place to support them accordingly. These children are monitored at half termly pupil progress meetings.

-

Individual reading books are matched to the reader's ability and are heard regularly.

- All children heard read at least once a week in a 1:1 session in EYFS and KS1, with the identified bottom 20% heard daily.
- In KS2 all children are heard read 1:1 fortnightly, with the identified bottom 20% heard 3x a week.
- Our Reading Scheme is matched to our phonics scheme and are phonetically decodable. Children's reading books are benchmarked every half term as a minimum.
- Once children are proficient in their phonics knowledge and are ready to move away from the decodable books, they are supported with choosing books that match their reading ability. Books are levelled using Accelerated Reader, to enable children to have a range of books to choose from.

Extra support is put in place for those that need it

- Phonics catch up sessions take place daily using Twinkl phonics intervention support materials for both KS1 and KS2 children.
- Increased 1:1 reading opportunities.
- Precision Teach
- Fluency Rubric used to identify need.

Exposure to a range of high quality texts

- In our Early Years Class 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.
- Poetry Basket is used in EYFS to further develop awareness of rhyme and phonics.

- In KS1 and KS 2 a reading for pleasure spine is used to choose books to engage and transport the reader/listener to another world. These books are used solely for story time to enable teachers to read to them prosodically and have been chosen to enable children to experience a wide range of narrative styles, language, genre and plot.
- The use of high quality texts across the wider curriculum are mapped to ensure children are exposed to the very best of English literature and to deepen their understanding in all areas of the curriculum.
- Modelled and shared reading within the English curriculum and across the wider curriculum.

Reading for Pleasure time is protected

- Reading for pleasure time happens at least once a day featuring prosodic reading from the teacher.
- Classrooms show reading as a high priority, with all rooms having a well stocked book corner.
- Regular access to the school library.
- A regular 'Book Club' takes place on a Thursday lunchtime, where children can come and talk about books, be introduced to new authors and genres or simply to read.
- Authors and the local library representative are invited in as much as possible.
- Termly whole school reading challenges take place.
- Home reading expected to take place 5x a week.