Amport CE (Aided) Primary School

COURAGE COMPASSION RESPECT

Intent Statement

ENGLISH: READING

INTENT **Children will love literature and read widely for enjoyment**	
IMPLEMENTATION	**IMPACT**
Access to good quality texts which are frequently changed through advanced subscription to SLS Teachers model excitement and enjoyment of books Books displayed – visible and accessible Use of Hampshire text drivers to stimulate English units Promotion of home reading- children given books during first teacher meeting in YR Organisation of reading evenings for parents Timetabling of reading aloud From Reception, children are encouraged to choose their own books and they are allowed to change them as often as needed Re-reading of texts encouraged SLS involvement to target children who are not enjoying reading Hot Chocolate and special books sent home for reluctant readers to share with their parents	Read aloud survey shows that children enjoy reading Reading journals show that children are reading widely Read aloud survey shows that children believe their teachers enjoy reading

INTENT

To access a range of stories, poetry and non-fiction, including quality literature across all curriculum subjects which allows the children to appreciate a rich and varied literary heritage	
IMPLEMENTATION	**IMPACT**
Long term English map ensures that a range of text types are used as text drivers, including poetry, prose and non-fiction. Heritage texts are used by each year group Frequent and regular access to non-fiction SLS books to support learning throughout the curriculum Banded books include poetry, prose, plays and non- fiction Free readers can choose from a wide range of SLS books which are changed regularly	Long term map and work sample show range of texts used effectively Non- fiction books available to support each topic

INTENT To develop culturally, emotionally, socially, intellectually and spiritually through reading	
Implementation	**Impact**
Access to SLS books to support cultural, emotional, social and spiritual development. Rotating display of books – changing regularly and accessible to all Text drivers are planned to include cultural, emotional, intellectual and spiritual development	Books displayed and used by children who develop and demonstrate a better understanding of SMSC Quality text drivers are used and children can articulate their impact

INTENT Read to acquire knowledge and build on what they already know	
Implementation	**Impact**
SLS books to support each curriculum unit. Extracts of texts chosen to support some curriculum units Books and text extracts used to help children answer enquiry questions	Outcomes of Enquiries throughout curriculum e.g. through RE and foundation subjects

INTENT All children to read easily and fluently	
IMPLEMENTATION Effective, rigorous synthetic phonics teaching and learning through our own programme. Teachers have consistent approaches to teaching phonics. Daily phonics interventions if children have not made progress in the morning session. Early Reading. We mainly use Little Wandle texts which are matched to GPCs where appropriate. Children will also take banded books home which can be shared with grown-ups. Older children will take home banded books until they are ready to be free readers. We have a programme for key word and common exception word recognition (we have decided to continue to send high frequency words home in addition to Common Exception words) Common Exception words for each week are displayed in Oak and Beech classrooms and align to our phonics teaching Year R will have one Guided Reading session with the teacher each week. Years One and two will have two guided reading sessions per week. KS2 have discrete reading sessions timetabled into their week. Guided reading fluency sessions including pre-reading and performance reading Additional adult support in guided reading is specifically aimed at fluency. Reading is part of homework throughout school Before whole class reading, we look at tricky vocabulary which may impede fluency Pupil progress meetings to identify children requiring additional support Reading Interventions could include	**IMPACT** DEST test/ NGRT reading assessments/ PM benchmarking/ internal tracking all measure impact and indicate next steps for the teaching and learning including relevant intervention

• Rapid phonics interventions • Interventions for reading fluency • Rapid reading interventions • Paired reading • Precision Teaching • Literacy circle • Nessy program	

INTENT All children to read with good understanding	
IMPLEMENTATION	**IMPACT**
Open Doors- units planned with challenging text and questions Ks1 Guided reading – all children access same text with scaffolding and extension where necessary. Year One will read Little Wandle books in both guided reading sessions until they are ready to read banded guided reading books in Year Two 3 Levels of Questioning used in guided reading– Wayne Tennant (Literal, Inferential, Exploratory) Active reading promoted by all adults who read with children Interactive talk and discussion in whole class and guided reading leads to better understanding Use Hampshire Guided reading question strings to support planning	PM Benchmarking/ NGRT / internal tracking all measure impact and progress, and indicate next steps for learning

INTENT To acquire wide vocabulary, understanding of grammar and knowledge of linguistic conventions	
IMPLEMENTATION	**IMPACT**
Continuous provision - providing opportunity to introduce new vocabulary Walk and talk – ideas are shared with parents of reception children to promote quality talk During each English unit, we will look at unusual or tricky vocabulary Vocabulary is added to knowledge organised across the curriculum. Widgets are used as well as dual coding to suport vocabulary understanding. Doodle homework- definitions of words are given to children	PM Benchmarking/ NGRT measure impact and progress, and indicate next steps for learning Children and adults speak with articulation and use grammar correctly in their speech and writing Children can explain the meaning of tier 2 words and are confident to ask about words that puzzle them

Spelling units linked to vocabulary meaning	