

Intent, Implementation and Impact subject document.

‘Growing in Faith, Hope and Love’

English - Reading



Intent



Implement



Knowledge



Impact



Intent – What do we want?

- We want all pupils to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts.
- We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts.
- We want all pupils to have a suitable technical vocabulary to respectfully articulate their responses in any discussion.
- Through the use of quality core texts, we want pupils to explore their imagination, improve fluency and expression, enrich vocabulary, broaden knowledge and develop deeper understanding.
- We are committed to developing diversity and representation in our curriculum through careful and considered shared texts and deep learning experiences within these.



Implementation – How will we ensure this happens?

Subject Pedagogy

In EYFS and Year 1, our reading curriculum is focussed on the Read, Write Inc Phonics scheme. Children have daily lessons with fully trained adults in groups matched to their current attainment. Every child is heard each week by the class teacher. RWI session of 45 minutes daily are in addition to the English sessions. Children who are identified as making slower progress are allocated additional small group or 1:1 support for an additional **minimum** of 3 sessions per week, focused intensely on closing the gaps. Every child's progress is assessed each 6 weeks. Our lower 20% of attainers will be heard 1:1 a minimum of once per week with the class teacher.

In Year 2, children who need continuing phonics input carry on working through the Read, Write Inc Phonics program in a small and sharply focused keep up group every day, where as other children complete the 'Read, Write Inc Language and Literacy' scheme. This introduces whole class reading to the children, with the aim of enabling them to confidently comprehend a range of texts. Any children who did not pass the phonics screening check in Year 1 are placed into a keeping up group, with an **additional minimum** of 3 highly focused phonic sessions to address the gaps that were identified. Our lower 20% of attainers will be heard 1:1 a minimum of once per week with the class teacher. This continues to ensure all children are competent and complete the RWI scheme in addition to passing the phonics check re-take.

In January of Year 2, and throughout Years 3 and 4, the children take part in whole class guided reading sessions. To ensure a full range of comprehension skills are taught, the teachers use the VIPERS (vocabulary, infer, predict, explain, retrieve, sequence/summarise) method of ensuring that they ask, and students are familiar with, a range of questions. VIPERS allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. VIPERS targets are taken directly from the age-related expectations for the National Curriculum and follow the school's Reading Progression Document to ensure achieving or exceeding age-related expectations is the outcome. Our lower 20% of attainers will be heard 1:1 **a minimum** of once per week with the class teacher, in addition to the keeping up sessions and 1:1 focused sessions provided by our SEND TA.

Other reading opportunities

A wide selection of texts that are structured in different ways, including fiction, poetry, plays, non-fiction, and reference books are continually woven in alongside fiction texts to help provide background information for the children on the fiction text they are reading.

A wide range of reading books are available in the school. The children on the Read, Write Inc Phonics scheme take home books each week which are **matched exactly** to their Read, Write Inc level from their 6-weekly assessment, in addition to a book to be shared at home with parents. Children who have completed the scheme take home books linked to their level on the Oxford Reading Tree scheme. We expect family at home to read these books with their child daily, this is monitored using the school planner, where parents show these sessions have taken place. There is a continual Reading Challenge to motivate and encourage children where they 'earn' a book to take book after 30 books have been read.

Each classroom has a reading area which is filled with books suitable for their reading age. This is accessible to children to read throughout the day and in the dedicated **daily reading time** in each year group.

Pupils who struggle with reading, or are reluctant readers, will receive 1:1 reading opportunities and/or additional reading support. These children will be heard read by the class teacher at **least once per week**.

Children identified through standardised screenings that may have specific barriers to reading, children in receipt of Pupil Premium Funding, or children identified as having reading in an Individual Education Plan, are allocated 45 minutes per week to develop their reading skills as specific and appropriate to that child. The effectiveness of these small group or 1:1 keep up sessions are monitored every 6 weeks.

Teachers read the class books daily to children to engage, inspire and enjoy reading.



Considered coverage, conceptual, substantive knowledge and procedural knowledge.

See whole school overview and MTP's



Impact – What data will be reviewed?

- **Pupil conferencing** – know more, remember more and explanation of substantive knowledge and concepts
- **Subject Leader Book Looks** - focus on high quality outcomes
- **Subject Leader Planning Looks** – ensures both breadth, depth, NC expectation and sequential learning
- **Subject Leader Teaching Looks** – identifies quality of application of pedagogical approach
- **Teacher Assessment** – identifying challenge and support termly judgements
- **DSAT comparative judgements and outcome comparison** – ensuring standards



- What are the outcomes for developing the 'reading' child at Trinity?

A 'reading' child at Trinity will be able to engage with texts at an age-appropriate level. They will develop understanding about their world and develop their 'background' knowledge. They then use this acquired background knowledge to make sense of what they see, hear, and read, which aids their cognitive development. Trinity readers will develop empathy as they experience the lives of other characters and can identify with how they are feeling. They can then use this understanding to empathise in the real world with other people, with exposure to rich vocabulary to enable them to explain and communicate their perceptions and thoughts. Additionally, they will gain a greater understanding of emotions, which can help them understand their own emotions and those of others. This helps dramatically with their social development. Trinity readers learn about people, places, and events that they couldn't learn otherwise. This gives children a deeper understanding of the world around them and cultures that are different from their own, celebrating diversity within our world.



Research – Why?

[Cambridge Assessment Conceptual Knowledge](#) – Dr Liz Taylor

[Sweller's Cognitive Load theory](#) – Steve Garnett / Oliver Lovell

[ResearchEd Explicit and Direct Instruction](#) – Adam Boxster / Kirschner

[Rosenshine's Principles in Action](#) – Tom Sherrington

[Visual Learning](#) – Clarke / Hattie

[Retrieval Practice 1 and 2](#) - Kate Jones

[Ofsted Inspection Curriculum Inspection Guidance](#)

[Ofsted Deep Dive Guidance for Subject Leaders](#)