**Intent, Implementation and Impact in Phonics and Early Reading**

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| **Intent** | **Implementation** | **Impact** |
| * To provide our pupils with opportunities to develop a lifelong love of reading.
* For pupils to be able to read at a level that is age appropriate and is in line with Development Matters and the National Curriculum.
* For pupils to be exposed to a range of authors and genres.
* For pupils to develop a love of reading for pleasure as well as a way to gather information.
* For pupils to be taught sounds effectively to enable them to decode words independently.
* For pupils to be taught skills to enable recognition of common exception words.
* For pupils to read daily at school and for reading to be encouraged at home.
* For pupils to read age appropriate texts fluently and to be able to use comprehension skills to understand the text.
* For pupils to be taught using a high quality and well planned curriculum with links to the wider curriculum when possible and necessary. This should appropriately challenge the children and be an enjoyable area of their learning.
* To support pupils with their reading in school and to develop parent/carer knowledge to support reading outside of school through workshops.
* For pupils to have a secure understanding of reading skills to successfully implement in their learning in the wider curriculum.
* To enhance pupils vocabulary through high quality texts.
* To ensure that all pupils receive the same opportunities and are carefully monitored to enable them to make good progress in their reading.
 | * All pupils in Year 2 and KS2 receive a daily reading lesson for 40 minutes in addition to literacy lessons.
* Pupils in Early Years and KS1 to be taught phonics daily for an hour using the Read, Write, Inc scheme. (In EY, 30 mins in Autumn term).
* All children who are no longer on the phonics scheme to take home an Accelerated Reader book.
* All children who are on the Read, Write, Inc phonics scheme and are stage red and above, to take home a reading book which is carefully matched to their reading ability and sounds taught.
* Pupils to have reading diaries which are to be filled in each time a child reads at home.
* To use Reading Dogs in the classroom through displays, flipcharts, success criteria etc. to support children to have a secure understanding of reading skills.
* Teachers are to daily model reading fluently to their class.
* To promote a love of reading through author visits, World Book Day and “Read with your child” sessions.
* To hold phonics and reading workshops to support parents.
* All pupils using the Accelerated Reader scheme to be assessed each term in addition to schools ongoing assessment and PIRA termly test.
* Accelerated Reader and PIRA to be monitored to ensure that children are making at least expected progress, identify and target those who need additional support.
* All children on RWI to be assessed and grouped appropriately, each half term.
* To create a positive reading culture through reading daily to the children. Promoting reading through displays, assemblies, use of Accelerated Reader rewards and the Reading Fairy.
 | Moderation and monitoring will show that:* Children are meeting at least national expectations in the Phonics Screening Check in Year 1 and the Reading SAT in Year 2 and Year 6.
* Teachers moderate phonics and guided reading books to ensure accurate assessments are made for achievement and progress.
* Teachers track progress each term in guided reading and half termly in phonics. This will inform planning and any intervention needed to make at least expected progress.
* Pupil progress meetings with Headteacher termly will ensure vulnerable groups and individual pupils progress is monitored to enable pupils to make at least expected progress.
* Identification and targeted intervention will ensure the lowest 20% of each year group make at least expected progress.
* Children will experience a range of genres taught as part of well-sequenced lessons, progressing in difficulty.
* Children are knowledgeable about skills and can use them to give opinions and answer questions supported by evidence in text.
* Pupils will enjoy reading regularly for pleasure.
* Pupils are enthusiastic when sharing their learning.
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