**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. |