



Reading

Intent, Implementation, Impact Statement

Intent

It is our intent at Chapel Allerton Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. At Chapel Allerton Primary School, reading forms a central role in all curriculum areas and allows children to continually widen their knowledge of the past, enrich their present world and inspire their futures.

With regards to Reading, phonics will be prioritised in the early teaching of reading when the children start school. We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills.

It is our intention to ensure that, by the end of their primary education, all pupils at Chapel Allerton Primary are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

“READING IS A PASSPORT
TO COUNTLESS ADVENTURES.”
- MARY POPE OSBORNE



Implementation

All children in Reception and KS1 have daily phonics sessions in whole class sessions where they participate in speaking, listening, spelling, and reading activities that are matched to their current needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely interventions are planned for those children who are working below expected levels as soon as their needs are identified. These are continued into KS2 as phonics interventions for pupils who need additional support.

In FS and KS1, we recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. Reading comprehension is developed during VIPERS lessons. Children also access whole class reading and discussions around an appropriate text, image, or video to begin developing comprehension skills, supported by the teaching staff (the beginning of VIPERS sessions seen in KS2).

All children read aloud daily during phonics or guided reading; in addition to this they read at **least once** a week with teachers, teaching assistants, and reading volunteers; the focus being on support their progress in phonics and supporting the lowest 20% to close the gap to Age Related Expectations. Nesy is used as an intervention to support children develop early readers' phonics and as literacy skills develop, students move on to intervention in spelling, morphology, vocabulary, and comprehension. Nesy also supports children with dyslexia.

Throughout UKS1 and KS2, children continue to develop their reading fluency skills, building upon their phonics knowledge and skills. Children are taught discrete reading comprehension skills using VIPERS which teach them the skills required to answer a range of comprehension skills. These are differentiated throughout school (see CAPS Good Readers progression document). Children have opportunities to apply these skills in regular verbal and written reading comprehension.

At Chapel Allerton Primary School, we value the importance of story time and prioritise this in our daily timetables. Class novels at CAPS are chosen carefully to expose children to higher tier vocabulary, and to be linked to our class topic and writing. Each class novel is carefully chosen to be enjoyable, have appropriate challenge and ignite the love of reading for pupils.

Reading at home is encouraged and promoted through class incentives and parental engagement. Children working on the Little Wandle phonics programme in Reception, Year 1 and Year 2 take home a 'phonics book' matched closely to their current phonics level; they are also encouraged to choose an additional book to share with their family at home.

KS2, children work through our school reading scheme – these are levelled books which match the child's current reading ability. We expect family members at home to read these books with their child at least three times a week and make comments for the class teachers in their child's reading record.

We are passionate about giving our children the chance to meet and be inspired by real-life authors so that they can understand the processes of writing a book and set aspirations for themselves. Our Reading Assemblies are opportunities to share a story together, hear teachers; favourite stories or poems and discuss world links, that we spot in these stories.

At Chapel Allerton Primary School, we strongly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond academic results. We aim for Chapel Allerton children's love for reading to stay with them beyond their school years and inspires them beyond the classroom.

Impact

By the time our children leave our school, they are competent readers who can recommend books to their peers, have a thirst for reading a range of text types, and have learnt about the world they live in through reading.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure, as well as use their reading skills to unlock learning and all areas of the curriculum.