

## **Reading: Intent, Implementation, Impact**

At Seabridge Primary, we view reading as the key to the world, and we are dedicated to enabling our pupils to become lifelong lovers of reading. As a school, we believe that reading unlocks the door to a future of success and an endless imagination. Therefore, in addition to the reading skills taught within our English lessons, children have 4 reading skills lessons a week based on reciprocal reading strategies and national curriculum objectives. In these lessons, we equip our children with the skills and strategies they need to be able to promote deeper thinking and to develop listening and talking skills. When using reciprocal reading roles, children are focusing on key information in the text and examining the text more carefully.

Reciprocal reading strategies are used alongside the national curriculum objectives to develop reading comprehension, confidence in reading and inference through the use of specific reading strategies: predicting, questioning, clarifying and summarising. Our reading strategy encourages children to ask questions about the text they are reading and to discuss the text with others; asking questions and group discussion about a text requires a higher level of understanding and engagement.

These reading skills sessions can either be taught as an explicit partner reading session, embedded within our wider curriculum session or woven into the English learning of the day. They then practice their skills to understand the text, its features, the author's point of view and the underlying messages within a text. To embed these skills and to ensure these skills are transferable, our children are exposed to a range of genres matched to their classes' fluency level.

Our reading curriculum is both progressive and accumulative of the skills a pupil needs whilst providing challenge. Termly assessment allows teachers and TA's to develop and stretch pupils in both their allotted partner reading session or through their text in English. These skills are carefully mapped against the Nation Curriculum and incorporate the reciprocal learning strategies to ensure progress and attainment are maximised. This, alongside monitoring, drop-ins and lesson observations, allows a triangulated approach to performance data and analysis.

We enrich our reading curriculum with celebrating World Book Day, our school library, author focuses, Reading Buddies and, providing a bespoke reading scheme that has been personalised to meet the needs of all of our children.

Through the teaching of systematic phonics, our aim is for children to become fluent at decoding by the end of Key Stage One. This way, children can focus on developing their accuracy, automaticity and prosody to become fluent readers whilst enriching their comprehension skills as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.