



Together Everyone Achieves More

Through....Loving learning, loving each other and loving life itself

AGAPE: The Good Samaritan (Luke 10: 25-37)

North Curry C of E Primary School
Reading Intent, Implementation and Impact Statement

Intent – our agreed ways of working

At North Curry Primary School and Nursery, we aim to foster in all our children a love of reading that will last a lifetime. We aim for our children to be confident, fluent readers so that they are able to access all areas of the curriculum and take full advantage of opportunities in life. We aspire for our children to consider themselves a reader and become motivated to read widely and often, both for pleasure and to learn, and this will be carried through into their later life.

Our curriculum promotes spiritual development by enabling children to appreciate the beauty of language and how it is used to describe the awe and wonder of our world. Also, by developing the children's vocabulary for connecting with others through personal expression. We want our children to be able to imagine themselves in a story and learn about the lives of those whose experiences and perspectives differ from their own. We aim to develop reflective readers who question and analyse what they are reading and have a desire and confidence to discuss books with others.

By the time children transition to secondary school, we aim to foster a deep love of reading, leaving children unable to imagine life without books.

Implementation – everyday delivery

From the start of the journey at North Curry, we place great emphasis on developing the mechanics of reading so that with careful teaching and regular practice children become fluent and engaged readers.

In the Early Years, a love of reading and a language rich environment underpins all of our learning. Daily opportunities for children to engage in listening to stories, non-fiction texts, rhymes and poems, enables them exposure to a rich range of language structure providing ample opportunity to learn new vocabulary and words in a range of contexts.

Practitioners implement and guide children's learning through communication and modelling language, questioning, showing, explaining, demonstrating and encouraging. They share a love of reading and books with children, demonstrating how adults in the school value reading in their own lives.

Adults provide a narrative, as well as facilitating and enabling children to become competent in using a varied range of vocabulary. The daily timetable for Nursery, Reception and KS1 includes dedicated time for story time, poetry and singing to support children to develop their language and vocabulary. Children begin to learn to read through a systematic synthetic phonics programme, Read Write Inc, which teaches children to learn letter sounds and blend them together to be able to read words.

From the summer term before children start school, children in Foundation Stage 1 develop their understanding of letter sound correspondence. When children start school, they participate in daily phonics sessions matched to their developing needs. As part of their phonics programme, our children read a Read Write Inc storybook matched to their phonic knowledge in class daily. Following advice and research in order to build fluency and develop vocabulary and understanding, the same book is read for either three or five days depending on their phonics level. Children take home books that are consistent with their developing phonic knowledge (including books that are not published by RWInc) to read or have read to them, for pleasure.

At North Curry, we enjoy texts as a class every day from Nursery to Year 6. During this dedicated time, the class teacher reads to the children, captivating them with a genuine passion for books and demonstrating fluent and expressive reading. The children and their adults enjoy the texts together, discuss the text they are reading and discuss new vocabulary as part of our focus on Tier 2 vocabulary.

A wide range of texts are carefully selected to incorporate a range of genres and authors. In the Early Years and into Key Stage One, books are re-read to deepen children's familiarity and extend their vocabulary and emotional engagement with the story, this equips them to re-tell and apply this to different contexts. Through listening to repeated reading and talking about that they have heard, children have multiple exposures to vocabulary and the language of stories that may not be encountered through everyday dialogue. As children's phonic knowledge and skills develop, over time they will no longer need the support of decodable texts and will start to read age-appropriate texts.

At North Curry, we feel strongly that the children should continue to have the appropriate level of challenge whilst also reading age-appropriate texts. Once children complete the phonics programme, they then progress through book banded texts which are matched to their reading age and level and then onto the Accelerated Reader programme with accompanying Star Testing. Class teachers monitor the children's choice of text encouraging them to read a range of genres and authors.

All our children are encouraged to read five times a week, recording this in their Reading Record, in order to win golden tickets for the chance to win a book token. Regular readers are celebrated in class and children who do not read regularly at home are targeted in school to catch up.

The library was moved back into the main building in September 2022 and children have timetabled library time to explore the range of texts on offer and select a new library book to read for pleasure. Reading areas are also a focus of each classroom and are stocked with suitably selected books, providing children with a comfortable place to read during the day.

A new outdoor reading area, as suggested by children in the Summer 2022 reading survey, is coming soon to allow children a space to read outside during breaks and lunchtimes.

Impact – How are we making a difference?

Adults continually assess children on a day-to-day basis, and more formally each half term, to ensure teaching is delivered at an appropriate level for progression. Outside the discrete daily phonics sessions there are opportunities to observe the application of phonic skills for example during shared reading/writing activities.

Throughout all reading activities, regular monitoring of the assessment outcomes allows teachers and practitioners to ensure that all children are making expected progress. Through careful monitoring and tracking, practitioners are able to identify children who require additional support to keep up with their peers. This may include additional one-to-one precision teaching or support.