



# Intent, Implementation and Impact of Reading at Sparsholt C of E Primary School

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## Reading Intent:

At Sparsholt, we aim to foster a love of reading in all of our pupils so that they become lifelong readers. We know how important being a reader is as it unlocks so many other areas of the curriculum and allows children to develop an imagination for what lies outside of their own experiences leading to an understanding of others, encouraging exploration and a desire to strive to be better. Therefore, we ensure that reading is at the centre of all that we do and that reading is modelled and celebrated.

“A book is a dream that we hold in our hands”

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## Reading Implementation:

*(See Reading progression Document)*

Great importance is attached to enabling all of our children to become fluent readers. To achieve this we do the following:

### Guided Reading:

- Have daily guided reading sessions
- These sessions can be whole class or small group based sessions.
- These compromise of both decoding and comprehension led objectives
- Appropriate engaging texts are chosen as a stimulus for these sessions (see guided reading long term overview)
- Comprehension objectives are domain led. These domains are:
  - Clarify
  - Select and retrieve
  - Summarise
  - Respond and Explain
  - Inference
  - Language for effect
  - Themes and conventions
- Small group sessions can be Teacher led, LSA led or independent
- Guided reading journals show the range of skills taught over the year and applied over time.

### Phonics and decoding:

The school follows the progression of Ruth Miskin’s synthetic phonics scheme ‘Read, Write Inc’ to teach early reading.

- Reception and KS1 pupils have daily phonics sessions.
- In Reception and KS1, the school uses book banded reading books (which include books from the Oxford Reading tree scheme) to continue to develop both decoding and comprehension skills. Children can take these home to practise their reading skills with parents at home as well as in school.
- Once children are confident and fluent readers, they move onto small chapter books from our library. The class teacher assists with the selection of these books to ensure they are suitable.



- Younger children will be heard read regularly.
- Older children will read aloud to an adult at least once a week in their guided reading sessions.

#### **Resources:**

- For confident readers, we have a well-resourced library in which, with support and guidance, children can choose age and stage appropriate texts for their own independent reading.
- Children have a weekly library slot, although they can change their books as needed.
- In addition, each class has a half termly session with the librarian who undertakes activities linked to library skills and alerts children to the texts they may be interested in reading.
- Every child has a reading record in which they can record what they have read. Stickers and certificates are awarded and they are used as a means of celebrating reading.

#### **Reading for pleasure:**

- Time each day is allocated to enable children to undertake independent reading for pleasure.
- Each class has a class book that is read to them daily by the class teacher.

#### **Assessment**

- Teachers use both formative and summative tools to assess children's reading.
- Formative assessments occur in every reading session and throughout other areas of the curriculum where reading skills are needed.
- Summative assessments take the form of reading comprehension questions attempted independently to help inform teacher assessment and identify gaps in understanding.
- Children will be assessed against the Hampshire Reading progression objectives to ascertain gaps in their understanding so that these gaps can be filled.

#### **Interventions / Support Programmes:**

- Some children do not progress as quickly as others do with reading and we therefore have the following interventions in place to support these children:
  - YR & KS1:
    - **Cued articulation.** It is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.
    - **Additional 1:1 reading support**
    - **Focused Precision Teaching**
  - KS2:
    - **Nessy** (a computer based program designed to help students of all abilities learn to read, write, spell and type, especially those who learn differently)
    - **Toe to Toe** (a text approach that supports weak readers who struggle to decode or those with dyslexic difficulties.)
    - **Fresh Start** (a dynamic literacy programme based on the rigorous teaching of synthetic phonics. It is designed as an intervention programme for older primary pupils who have not made good progress in literacy reading and writing quickly and easily.)
    - **Focused Precision Teaching**
    - **Additional 1:1 Reading**

#### **Additional Reading Opportunities:**

- In addition, our writing is inspired by high quality and engaging Text drivers (See Long term overview for writing).
- Children use their comprehension skills to enable them to respond appropriately in their writing outcomes which could include: writing in role as a character, writing a newspaper report about events in a story, writing their own version of a story etc.

#### **Parental engagement:**

- Termly reading nights are held where families are invited in to hear stories read around the school.
  - Correspondence through the use of the reading diaries ensures communication and partnership between parents and school.
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## Reading Impact:

### Our children:

- Develop a love of reading.
  - Are able to transfer the vocabulary, grammar and structure from their reading into their writing.
  - Are able to read a text and analyse it.
  - Have increased reading stamina.
  - End of Year R and KS1 results were above both Hampshire and National figures
  - KS2 results are significantly above both Hampshire and National at the Expected standard and at Greater Depth.
  - Learners are well prepared for their next stage of education.
  - The school environment reflects a love of reading.
  - Children are confident and competent readers.
  - Staff have a clear understanding of their children's reading attainment and are confident to plan lessons to move their learning on.
  - Reading is fully embedded in every opportunity across the curriculum.
  - Children use reading as a tool to underpin their learning.
  - Children use reading to challenge their existing understanding of the World.
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