

Reading at Anston Greenlands: Intent, Implementation and Impact



Intent

At Anston Greenlands Primary School we believe that reading is the driving force behind all learning and opens doors to new worlds and possibilities. It is a fundamental life skill which enables children to communicate effectively in all areas and equips them for the challenges they will face in the wider world. Our reading curriculum inspires and encourages children to become life-long readers, who love a range of texts and genres from classics to graphic novels. We aim to develop this throughout the curriculum by providing access to a varied spectrum of texts that challenge and develop children's joy of reading.

We intend to do this by:

- ❖ Ensuring our children have access to high quality texts with regular opportunities for taught and independent reading.
- ❖ Creating an environment where reading is celebrated and encouraged across school.
- ❖ Increasing children's confidence with reading and encouraging children to sample a wide range of books and texts.
- ❖ Focusing on word recognition, comprehension and vocabulary to develop fluency and deepen understanding of the written word.
- ❖ Reading across all subjects within the curriculum will prepare pupils for life beyond the Primary Classroom, where they will be taking with them the skills required for in-depth reading and analysing.

Implementation

- ❖ Planning is progressive and focused on developing key reading skills and strategies.
- ❖ Quality first teaching is provided in line with the teaching standards.
- ❖ Reading will provide access to a range of materials, genres and themes to extend and enrich children's knowledge of the world around them.
- ❖ Children will be allowed to extend their learning through quality questioning and discussion.

- ❖ Discussion skills will be developed to deepen children's knowledge and ability to communicate.

Teachers gauge the reading levels of their children using formative and summative assessment and adapt their lessons and texts to meet their children's needs.

Teachers understand where their children need to be through a secure understanding of year group expectations and/or pre key stage expectations and incisive, ongoing, formative assessment.

Impact

To measure impact, we will consider our success in developing:

- ❖ Reading fluency and accuracy.
- ❖ The use of broad vocabulary in oral and written sentences.
- ❖ The ability to find and retrieve information effectively and accurately from a range of materials.
- ❖ The ability to make inferences both implied and suggested about characters and events.
- ❖ A reading culture—children's excitement and desire to engage with reading materials.
- ❖ Discussion - children's willingness, participation and openness in discussions around what they have read.

To measure impact, we will use formative and summative assessment, tracking, pupil progress meetings, performance management and moderation.