Reading at Greenhead and Henshaw Primary Schools

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| **Intent** | **Implementation** | **Impact** |
| * At Greenhead and Henshaw, we believe that a quality English curriculum should develop reading skills and awareness of genre and purpose. * Pupils makes good progress across all 5 phases of phonics. The transition from decodable books to those which are non-decodable is well managed and consistently monitored. * We provide the means for children to become fluent and confident readers. * Reading is a fundamental part of the curriculum at Henshaw and Greenhead. Children develop a love of reading which is fostered by enrichments both in school and through external opportunities. * We intend to expose our children to a wider range of literature, including that of our own heritage as well as text from other cultures. * Pupils explore the work of significant authors and poets in depth. | * Our well-organised reading curriculum allows children to progress across the key stages and build continuously upon their fluency. * Phonics is taught using the Little Wandle letters and sounds scheme, which allows for children to continuously revisit known sounds and ‘tricky words.’ * The Little Wandle scheme also focuses upon re-reading books in order to build fluency. * Progress in early reading is monitored through pupil ‘Reading Journeys’ and fluency assessments are used to judge when pupils move onto the Big Cat Reading Scheme. * Pupil progression in year 2 and Key stage 2 is monitored using the Big Cat book band progression. * Guided reading sessions are taught 3x per week across school and focus on VIPERS approach to building reading skills. Guided reading texts are also used in writing lessons to allow pupils to deepen their understanding of the books they read. Non-fiction and poetry texts are explored in blocks each half term. Each year children explore the work of one significant children’s poet. * All classes have a class reader which changes each term or half term. These readers are works from a significant author. * Reading skills are embedded across the curriculum: children use these skills in other discrete subjects. * The SLT and the English coordinator lead the way in providing CPD opportunities to staff. Class teachers communicate developments in their subject through fortnightly newsletters and termly ‘workshop Wednesdays’. | * The organisation of the Reading curriculum has allowed pupils to make good progress: their fluency and understanding of different text types is built upon each year. * Children are exposed to a variety of fiction, non-fiction and poetry across each year and the explore these in depth through guided reading. * Children can use VIPERS techniques to discuss the texts they are reading in detail. * Children use the texts they are reading as a stimulus for writing and they are enthusiastic in their approach to this. * Children are able to discuss the bank of work of their ‘class reader’ author and their class poet. * Attainment at the end of EYFS, KS1 and KS2 is in line or above that of other schools in Northumberland. * Pupils are enthusiastic about reading. They visit the school library 2x per week and are given opportunities to read for pleasure. * Reading has a high profile in school. All classroom have a ‘cosy reading area’ and pupils are eager to use these. Children take cushions onto the yard to read outdoors. |