

KS2 Reading Intent, Implementation and Impact Statement

Intent	Implementation	Impact
 We strive to provide all children with the reading skills and strategies needed to succeed in becoming independent readers. We will ensure all children receive a clearly defined curriculum which focusses on language acquisition and fluency. It is our aim that children can transition throughout the year groups and then move onto secondary school, being able to access high-quality texts and apply their skill of decoding and comprehension across the curriculum. Our children embark on their reading journey through phonics lessons and then progress onto guided reading sessions as they move into KS2, to develop them as readers. At Haydon Abbey, we promote a love of reading through our reading squads in EYFS and KS1, planned guided reading sessions, daily reading of the class text, termly in person and virtual author visits. Teachers encourage frequent use of their class libraries and time in the library, also celebrating events like World Book Day across the school. We use a wide range of quality texts, that celebrate different authors, genres and diversity. We encourage and support parents to understand their role as facilitators of teaching children to read for pleasure. We strive to make sure reading is a well-loved and high-profile subject that is promoted by all members of staff. All staff will have a wide knowledge of traditional and contemporary children's literature and use this to select engaging texts to inspire a life-long love of reading.	Little Wandle Letters and Sounds is used to support those children who move into KS2 without a secure knowledge and understanding of phonics. Through daily 'Rapid catch-up' sessions, the children will continue to work on their decoding, comprehension and fluency. These children are assessed to track their progress and support teachers in the groupings. Identified children are read with at least 3x a week, including disadvantaged and SEN pupils. These books will match their reading level. Whole class guided reading is taught 5 times a week in 45-minute sessions. This includes 'book talk' and comprehension type sessions, based on VIPERS; vocabulary, inference, prediction, explanation, retrieval and summarise/sequencing. Some differentiated questioning, with scaffolds are used to ensure all children are able to access the text, to challenge all and to continue to encourage the love of reading. Two of our comprehension lessons focus on the text, with one focussing on either non-fiction, poetry, songs and picture books. Classes have library slots, where they can visit to change or read their books. Teachers ensure there is protected time in the day where they will read the class text (different to their guided reading text) to the class. This is purely for the enjoyment of pleasure of reading. A whole school reading spine has been created, which ensures texts are age-appropriate, but can provide challenge and are a range of genres and text types. We want to celebrate different authors and diversity.	Children can comprehend and understand a wide range of texts as we place a heavy focus on early reading in the EYFS and in KS1, focussing on decoding and comprehension. Children will be able to understand more about the world in which they live, through the knowledge they gain from the texts. All children will be able to access texts related to their taught subjects in preparation for their progression to secondary education. Our children will foster a life-long love for reading and a variety of books and by the end of their primary education, they will be able to read fluently and with confidence. 