

**ST JOHN’S GREEN PRIMARY SCHOOL**

[**READING AND PHONICS INTENT, IMPLEMENTATION AND IMPACT STATEMENT**](https://www.newsomejuniors.co.uk/reading-intent-implementation-and-impact-statement/)

**Intent**

At St. John’s Green Primary School, we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children’s learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success, always remembering that ***‘reading is the key’.***

**Reading and Phonics Implementation:**

At St. John’s Green Primary School we use a synthetic phonics programme called Essential Letters and Sounds (ELS). This programme is a method of learning letter sounds and blending them together to read and write words. This is supported by a comprehensive scheme of reading books which have been matched to the phonics progression in ELS. Phonics is taught to the whole class in EYFS and Year. In Year 2, children have daily phonics sessions, working through the phases either individually or in small group sessions, if they require further support. This continues into Key Stage 2 as necessary. In addition, for some children, staff facilitate extra reading sessions in the school day through our Key Reader scheme.

At St. John’s Green, all classes follow a structured 5 day approach to reading activities. Everyday, each class participates in DEAR Time (Drop Everything and read) and during this time groups have Guided Reading sessions with their class teacher, whilst other groups work on comprehension through texts or pictures, decoding activities and phonics work. Every year group has a Key text list which is interwoven into their English curriculum (Road to Writing). Every class also have daily Shared Reading, whereby reading skills are modelled (much like our Shared Writing approach) and the teaching staff model reading as ‘experts’. Through these session and through sharing of whole class texts, children have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard.

 We have a Book Bingo challenges each term for both EYFS and Key Stage 1, with differentiated challenges for Key Stage 2. These challenges incorporate our school’s Big Questions and Concepts, as well as asking the children to look at different ways to engage with a range of texts and text types. Our two libraries and our dedicated librarian, ensure that all children have access to quality texts, and also provide a safe and comfortable space to get ‘lost’ inside real books.

At St. John’s Green, we believe that regular reading at home is an important tool in developing reading skills. A range of schemes are used for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres. We use the GoRead app for recording children’s reads at school and at home. All children are expected to complete 5 reads per week at home.

**Impact**

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

*In addition to this:*

* Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
* The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
* There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)