



Reading – Intent, Implementation and Impact

Intent

At Oldfield our aim is to create a love of reading, a culture in which reading is celebrated and opportunities for all children to share, read and enjoy a range of texts with their peers and others within the school. Reading is the cornerstone of education and a gateway to learning across all the subject areas. We are passionate about sharing the values of reading to our school community through a variety of initiatives to support children and parents/carers alike.

Reading is well represented across the school, both within the timetables and learning environments. Within the school the children have access to a purpose-built non-fiction library, as well as dedicated reading areas within their classroom. We also host regular reading related visits, trips and activities through our links with the local library and external companies.

Implementation

To ensure that the children have a positive start to reading, early reading is a key focus at Oldfield. We follow the Little Wandle Letters and Sounds Revised phonics scheme. The scheme includes three weekly adult led small group reading sessions for children in EYFS and Year 1. Sessions look at three main areas within early reading, decoding, prosody and comprehension. The children also have the opportunity to take home an additional book each week 'The Sharing Book' to read with their parent/carers. Children in KS2 have reading books changed on a regular basis to support their learning at home.

Reading is taught as a standalone lesson throughout the week from Year 1 to Year 6. We teach reading skills using the Complete Comprehension scheme. Each unit is taught over 2-weeks and will focus on a specific reading skill, all skills will be covered by the end of a term. The units are linked to different areas within the National Curriculum and also previous/following units. The units include non-fiction and fiction texts as well as poems and playscripts in KS2. To embed reading skills further into the children's learning we have two reading initiatives in place to allow parents/carers to support children with reading skills at home. In EYFS/KS1 we use an initiative called 'The Reading Dogs' and KS2 uses the Complete Comprehension characters. The initiatives are supported with resources that the children take home to use.

Reading doesn't just happen in the classroom. Children visit Maidenhead Library as part of their local area topic in Geography in Year 3. Children in LKS2 enjoy a monthly book club, World Book Day is celebrated with great passion at the school and children in EYFS/KS1 have received visits from popular book characters. Books are available for the children to read at breaktimes and KS2 children have the opportunity to visit our school library on a weekly basis to borrow additional books.

Impact

There is a clear progression of reading skills from EYFS to Year 6 to ensure fidelity to the National Curriculum, as well as building on prior knowledge and attainment. Reading is assessed and monitored effectively through summative and formative assessments. Summative assessments are based on the Complete Comprehension unit assessment at the end of a two-week period, as well as termly NTS Reading comprehension assessments. Formative assessment is supported by regular adult led reading in EYFS/KS1 where children are allocated a book based on their phonetic ability and previously taught GPCs. Part of the 6-weekly termly Little Wandle Phonics assessments includes reading words containing the GPCs taught that term to assess their knowledge. All assessments support future planning and teaching.