



Reading Intent, Implementation and Impact statement

At Holmesdale we know that teaching a child to read is vital and provides children with the key skills needed to help them understand the world around them and prepare them for their future. Our priority is both the teaching of reading skills and promoting and developing a love of reading. This in turn supports our children to become lifelong, confident readers.

We believe that high-quality texts are key to motivating children to read and instilling a love of literature. Having shared story times is important and the impact this can have should not be underestimated as they help to develop listening skills, comprehension and story language. It is also during these sessions that children will start to develop an idea about what types of books they enjoy and want to hear repeatedly. At school, the teachers read a variety of high quality texts to the children on a regular basis to help develop these skills and the love of reading.

As children begin to read, we focus on decoding using phonics, in addition to other strategies, e.g. whole word recognition, rhyme and context. Alongside teaching children the skills they need to read at word level we also teach them comprehension skills such as re-telling events in order, predicting what could happen next and inferring how someone feels or why it might have happened. We currently use Big Cat Collins Letters and Sounds books that directly align with a child's phonic knowledge. We expect that children read at home as often as possible and listen to stories to help them further develop their own reading and a love of reading.

Intent

- To begin to develop lifelong enjoyment and pleasure in reading by exposing all children to a range of authors, genres and books on different topics and interests.
- To develop happy healthy and curious learners who read confidently and independently.
- To provide children with the skills and strategies necessary to develop into competent and fluent readers.
- To enable children to understand the meaning of what is read to them and what they read independently and be able to respond to it and justify their answers.
- To develop appreciation of the work of different authors, poets and illustrators.
- To enable children to be familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures.
- To effectively assess children's fluency and understanding to ensure they are on the correct book band.



- To provide opportunities for all children to access the reading curriculum and make progress regardless of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation.

Implementation

- To provide all children with the opportunity to read at least once a week.
- To develop all children's reading through daily phonics lessons and quality first teaching.
- To plan opportunities for reading across the curriculum.
- To ensure all pupils progress is monitored and evaluated closely so that all children can reach (and exceed) their full potential and so any additional support can be put in place for children who are struggling.
- To use phonetically decodable books which are matched directly with a child's phonological awareness.
- To ensure that teachers model reading, shared reading and a love of reading with the use of regular class stories.
- To plan activities and comprehension activities to develop other skills associated with reading.
- To use PM Benchmarking to assess children's reading once they have reached the end of the decodable books and inform next steps for individual children.

Impact

- Children will be able to read and will show increasing confidence, resilience and independence in both their reading and their reading skills so that they continue to become lifelong readers.
- Children will have a love of reading and develop preferences on what type of genre or topic they like to read.
- Children will have a book appropriate to their developing phonic knowledge and matched to their fluency and understanding.
- Children will be exposed to a range of different genres and authors.
- Children will be able to understand what is read to them and answer questions including making inferences and making connections between texts.
- Children will be placed on the correct book band and make progress through the books bands in relation to their phonic knowledge and age related expectation. Every child will make progress from their starting point.
- Children with SEND will develop reading skills and knowledge and begin to apply this across the curriculum to prepare them for the next stage of their education.