

**Widmer End Community Combined School**  
**Reading Curriculum**  
**Intent, Implementation and Impact Statement**



This document sets out our intent, implementation and planned impact of Reading Leadership, Teaching and Learning at Widmer End Community Combined School.

**Intent:**

At Widmer End, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe reading is an important skill which enables children to access all areas of learning, ensuring they can make progress and succeed.

**We want our children to be fluent and confident readers with a love of books and reading.**

*It is a simple truth: successful reading helps determine academic success. Reading proves the master skill of school.’ (Chris Quigley, The Reading Gap, 2020)*

Our aim is for children to view reading as an enjoyable and worthwhile activity and grow a love of reading. We want them to become fluent and confident readers who can read a range of genres, including poetry. Our curriculum is planned so that, alongside reading for pleasure, our children also develop the ability to use their reading skills to research and gather new knowledge and understanding.

**Implementation:**

Reading is the key for academic success and so to ensure we have a rounded approach to the teaching of reading, reading is taught by:

- A fast-paced, rigorous and structured phonics programme called ‘Read Write Inc’ produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. Children work through the different phases, learning and developing their phonics sounds and knowledge. The reading lead completes regular RWI assessments and plots children onto a tracking grid, which ensures children are grouped appropriately in phonics. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified.
- Whole Class Guided Reading where the class reads the same text. Children are exposed to a wide range of different texts and are taught the specific reading skills using VIPERS. Children explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text.
- Using the Accelerated Reader programme. Children will take a termly Star Reading Test which will give them a ZPD score. This enables the children to select home reading books at an appropriate level. Once children have completed their reading book, they take an

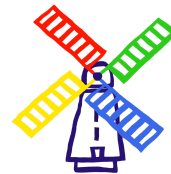
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Accelerated Reader reading practice quiz on that text to ensure that they are comprehending their independent reading. The results of these tests, along with the teacher's judgement, help us to decide whether the child is ready to move on to more challenging texts. It is through this that we ensure progression in the children's home reading.

- Creating regular opportunities for independent reading (DEAR time) and hearing quality texts read aloud. The class reader is visible outside each classroom. Our Widmer End Reading Spine has a collection of books for each year group that all Widmer End children will have read to them as they journey through primary school.
- Having a reading corner with a selection of books suitable for their reading age in each classroom. This is a comfortable space for children to read throughout the day. Classrooms also have access to books directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Having a comprehensive reading scheme and a wide range of reading books in our school. The RWI bookbag books are matched to children's phonic knowledge. The books are fully decodable at the child's current level. Children who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's ZPD range.
- Dedicated library time - each class has a dedicated library slot during which they visit the library and can choose a book to take home.
- Reading across the curriculum. This involves reading for information in foundation subjects and Science.
- Consolidating learnt skills at home - children take home a reading book that is matched to their phonics / reading range. We understand the significance of parents in supporting their children to develop both word reading and comprehension skills, so we endeavour to build a home-school partnership which enables parent to have the confidence to support their children with reading at home e.g. meet the teacher meetings, class newsletters and information on school website.
- Assessing children regularly through a variety of means. This includes informally on a day to day basis e.g. reading journals and more formal assessments e.g. against the Reading Key Performance Indicators, Reading Early Learning Goals and Teacher Assessment Frameworks (Year 2 and Year 6). Children in Year 1 and above undertake termly assessments using the PIRA reading tests. Progress is measured using standardised scores.
- Identifying the lowest 20% of readers within each class and implementing additional interventions for these children.
- Promoting reading for pleasure as part of our reading curriculum through National Poetry Day, World Book Day, Book Week, Book Fair, Summer Reading Challenge, Year 6 Reading Ambassadors, Assemblies and Visiting authors.

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**Impact:**

Through the teaching of phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their comprehension as they move through the school.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are then measured against reading attainment of children nationally (when available). Regardless of which type of assessment, it all serves the same purpose, that is to assist in identifying what a child can do and their next steps in learning to ensure achievement and success.

Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1. Year 2 children who missed their Year 1 check are assessed in Summer term 2.

Our pupil voice, by means of children's questionnaires, provides us with information about attitudes towards reading and learning.

However, we firmly believe that reading is the key to all reading and so the impact of our reading curriculum goes beyond the results of statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them!

At Widmer End the impact of reading will be seen as:

- High progress measures from a child's initial reading ability.
- Y1 PSC pass rates.
- High levels of comprehension and vocabulary development.
- High levels of engagement in the books children read.
- The ability of our children to read across a range of subjects.
- Children recognise the close relationship between reading and writing.
- Enthusiastic, independent and confident readers with a love for reading!