

ASAT Reading Intent, Implementation and Impact

Children are immersed in quality, increasingly challenging, varied books and other texts beyond those that they would choose to read independently.

Impact

Children leave each year group, and the school, with shared reading experiences and a shared reading history.

Children leave school ready to tackle the multi-faceted reading demands of the secondary school curriculum.

Non-fiction curriculum

collections - bespoke, curated

Sets of whole-class narrative

non-fiction texts woven

through geography, history

and science topics as

springboards into deeper

disciplinary reading.

'Challenge Carousel' from

the Spring Term of Year 2

onwards - teacher-led

Guided Reading.

independent reading,

comprehension and spelling

on rotation.

Use of reciprocal reading structure

during Guided

Reading, in small

groups, and clear

progression in the

approach to Guided

Reading from Year 2

to Year 6.

Children are literate in the fields of geography, history and science with high-level disciplinary comprehension skills in these areas.

Children are curious. engaged and excited about learning challenging conceptual vocabulary.

Children develop a strong foundation of spoken language on which to draw as readers.

Over time, children develop increased stamina and confidence reading independently for sustained periods of time. They monitor their reading independently and their rate of reading increases beyond their pace reading aloud.

> Children self-select increasingly challenging reading material and develop independence in making informed choices when selecting texts.

Children use a range of strategies to help comprehend a text and read challenging words. They are resilient and persevere, even when a text is challenging.

Children have unique iournevs towards independence as readers and make good progress from a broad and varied range of starting points.

Tailored CPD ensures that teachers have a strong, evidence-based pedagogical and subject knowledge to raise engagement and attainment in language, vocabulary and reading.

Children's ability to empathise and identify with characters develops (character education).

A 'Reading Spine' for each year group - a core repertoire of 'books in common' forming the shared reading history that the children will leave each year group with - and a critically reflective approach to broadening and diversifying this over

Sets of whole-class texts

selected to immerse children in

quality, increasingly

challenging, varied books

beyond those that they would

choose to read independently.

Use of CLPF Power of

Reading research-informed

teaching approaches.

Use of distinctive

approaches to support the

development of fluency.

Creation of physically

and socially engaging

reading environments

to promote book talk.

Implementation

Child-led, choice-led independent reading and text selection and use of Accelerated Reader/running records to encourage children to tackle appropriately challenging reading material.

High-quality children's literature at the heart of the curriculum - see long term overview.

collections of ten non-fiction texts for each geography, history and science topic.

Intent

The development of our All Saints Academy Trust reading curriculum and community is underpinned by our intent to support our children's growth as:

- Lifelong readers, who have a positive view of themselves as readers and who read for pleasure.
- Confident, fluent, motivated readers.
- Readers with high-level comprehension skills.
- Readers who challenge themselves, making adventurous reading choices.
- Readers who are excited at the prospect of learning new words.
- Readers who write and writers who read.

It is also our intent that:

- The percentage of children achieving the expected standard in the Phonics Screening Check at the end of Year 1 will be at or above the national average and the vast majority of our children will have completed the Read Write Inc. Phonics programme by the end of Autumn Term in Year 2.
- The vast majority of our children will be able to apply phonic knowledge and an extensive vocabulary of sight words to decode unknown words confidently and employ an increasing range of cueing systems to read age-appropriate texts fluently by the end of Key Stage One.
- SATs will be at or above the national average.

- The percentage of children achieving or exceeding age-related expectation in the KS2 Reading

relationships with families and community members.

'Reading Superheroes' initiative in EYFS/KS1 and 'Reading Stars' in KS2 to encourage reading aloud at home.

Mentoring sessions for staff at each data drop.

Wide range of decodable reading books for children to take home, closely aligned with the sounds they are learning during Read Write Inc. sessions in school.

Use of Reading Write Inc. Phonics to support the teaching of early reading - and Read Write Inc. Fresh Start Phonics for any children in KS2 needing continued support to develop their phonic knowledge. automaticity and fluency.

Reading aloud from a class repertoire of 'books in common' as a crucial strand of our reading for pleasure pedagogy.

As a result of mentoring sessions, staff feeling confident in addressing areas of weakness in

terms of individuals, groups and whole-class

in relation to the different reading strands.

Children establish reading interests and tastes across a wide range of genres.

Children enjoy pursuing their own reading interests independently but are willing to read books recommended by others outside their reading comfort zone.

Whole-school celebrations e.g. Take One Book exhibition, Empathy with the Elderly designed to build reading