



Our Intent, Implementation and Impact statement for Reading

INTENT

At our school, we believe that reading is the cornerstone of learning. Our intent is to foster a lifelong love of reading in every child, empowering them with the skills and enthusiasm to explore the world through books. We aim to ensure that reading is not only a fundamental part of our curriculum but also a joyful and enriching experience that connects home and school.

IMPLEMENTATION

Reading is embedded throughout our school day and beyond. We provide children with phonetically decodable books matched to their reading level, from Reception through to Year 6, to build fluency and confidence. Each child also receives a home reading record, encouraging parental engagement and creating a meaningful dialogue between home and school.

Our reading scheme includes a wide variety of text types, particularly in Key Stage 1, and children are encouraged to use the school library to select 'share books', explore reference materials, and enjoy reading aloud with peers. In Key Stage 2, we build on early reading foundations with a structured guided reading programme (Pearson Pinpoint) in Years 3 and 4, and a whole-class reading approach in Upper Key Stage 2 to ensure challenge and engagement for all learners.

We enrich our reading culture through events such as author visits, theatre group performances, and themed charity days like 'Every Child Deserves a Bedtime Story'. Our annual book day is a highlight, where children and staff dress as favourite book characters and share beloved stories.

Impact

Our approach to reading ensures that children develop strong decoding skills, fluency, and comprehension. They become confident, independent readers who can access the full curriculum and enjoy reading for pleasure. The partnership between home and school supports consistent progress, and our wide-ranging reading experiences help children to see reading as a gateway to imagination, knowledge, and empathy. Through our commitment to reading, we nurture curious, articulate learners who are well-prepared for the next stage of their education.

IMPACT

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas.

Assessment

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Teachers also complete a Reflecting on Unit outcomes document after each half termly unit, to identify next steps and the subsequent units are amended to include these focuses. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly staff meetings allow for whole school moderation of writing to deepen understanding of standards.

Subject leaders will analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed in termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.