

**Common Road Infant and Nursery School
Reading**

'Flying High Together'

We aim to equip **all** our children with the skills to read and to immerse them in a reading culture that develops a habit of reading widely and often

Intent	Implementation	Impact
<p>Our aim at Common Road Infant and Nursery School is to ensure all our children develop a love of stories and reading. We want our children to know a wealth of stories so that they are able to join in with repeated refrains, retell stories and talk about stories. We want them to have favourite books and authors so they can make links, compare and have opinions.</p> <p>Our aim is for all our children to be able to decode words by segmenting and blending using their sound knowledge taught in Read, Write, Inc. We want our children to build up a good sight vocabulary and be able to read the required high frequency and common exception words. We aim for all our children to have good comprehension skills so they understand, and can talk about, what they have read.</p> <div data-bbox="120 1061 667 1332" style="background-color: #800040; color: white; padding: 10px; border-radius: 50%; width: fit-content; margin-top: 20px;"> <p>"Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it's that simple." Bali Rai</p> </div>	<p>The basis of our reading curriculum is the National Curriculum which provides clear and progressive expectations. We have broken this down even further and specified what will be covered in each term in KS1. We also use the Read, Write, Inc scheme daily which teaches phonics systematically; revisiting and building on prior learning. The children apply their phonic knowledge and reading of common exception words when reading during the RWI session, they also have the opportunity to reflect on the text and answer questions. Once they know their initial sounds children have a phonically decodable reading book matched to their Read, Write, Inc group. Children read in school regularly, at least twice a week, and take their book home daily. Book marks with the common exception words from their reading band are also used to support and build up their sight vocabulary. In KS1 the children have guided reading sessions specifically to support comprehension where they will be expected to answer questions from the five content reading domains; knowledge of vocabulary, key aspects of fiction/non-fiction, sequence of events, inference and prediction. Well planned and structured story time sessions happen at the end of every day throughout school. Each class has a key text for the week and follows a progressive daily plan to enable the children to become increasingly familiar with the text so they can join in with repeated refrains, talk about the problem, the characters and unpick the vocabulary. Reading for pleasure has high priority and all classes and corridor spaces have engaging book areas. Classes visit the library each week to borrow and share books together.</p> <p>We assess children half termly for phonic knowledge and reading fluency to ensure they keep progressing and that they are in the correct Read, Write, Inc group.</p>	<p>Most children will reach age related expectations and will have the phonic knowledge and skills needed to decode words. Children will be able to read books aloud confidently and consistently using their taught strategies. They will also be able to re-read these books to build up their fluency and confidence in word reading. They will understand what they read and be able to answer a range of questions about the text. Children will build up a bank of stories that they are familiar with, that they can remember, retell and talk about. They will know some authors and will be able to talk about their favourite ones. Children will be confident to read print in different situations and in different subjects.</p> <div data-bbox="1579 973 2161 1284" style="text-align: right; margin-top: 20px;">  <p>"The more that you read, the more things you will know. The more that you learn, the more places you'll go." -Dr. Seuss</p> </div>

<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports their phonic knowledge and develops their ability to blend. • Ensure an appropriate progression of reading skills and knowledge is in place over time so that children are supported • Provide regular training for all staff, which addresses elements for development identified through rigorous monitoring. 	<p>Our learning areas will:</p> <ul style="list-style-type: none"> • Provide the children with an engaging reading area with high quality books, repeated texts and props. • Have display learning walls, which include speed sound posters, sound families and sound freezes. • Have an attractive book of the week display with key vocabulary • Children will work in small groups or whole class as appropriate. • Texts, both non-fiction and fiction will be accessible to develop and deepen a wider understanding and support reading skills. 	<p>Recorded evidence will show that:</p> <ul style="list-style-type: none"> • Children have had opportunities for practice and refinement of skills. • A consistent approach to the delivery and implementation of the Read, Write, Inc programme ensuring all children are ‘keeping up’ rather than ‘catching up’. • Clear differentiation of support ensuring every child’s specific needs are targeted and addressed • Over time, the children will evidence they have embedded and subsequently built on the early phonic skills in order to continue to develop as a reader.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Review the carefully planned structures of learning to ensure they meet the needs of all children in their groups • Personally pursue support for any knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all children have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best phonics teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum, which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to review their own work and talk about how they can improve it. • Enjoy learning in a safe environment, which gives them opportunities to explore their own reading development. • Nurtured to overcome any barriers to their learning and develop their self-confidence. • Develop reading skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of children in assembly, parents meetings, information meetings, governor reports and displays around school. • Collate evidence over the year, which evidences that children know more and remember more. • Monitor the standards in the subject to ensure that outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

School Evidence

	Nursery	Reception	Year 1	Year 2
Autumn Term				
Spring Term				
Summer Term				