



## **Reading Intent**

At Burlington Infant School, we value reading as a key life skill and one that lays the foundations for lifelong learning. We strive to ensure that every child has the opportunity to learn to read, regardless of their background, needs or abilities.

Reading is promoted as an enjoyable and enriching experience to both children and parents/carers, and it is our intent to instil in every child a love of reading. We aim to do this by immersing children in stories, poems, rhymes and non-fiction texts from the moment they enter school. This rich and varied diet of carefully planned texts develops children's vocabulary, language comprehension and love of reading. Teaching staff and subject leaders see reading as a top priority and facilitate opportunities for reading throughout the wider curriculum.

The systematic teaching of phonics has high priority throughout school, in the Early Years Foundation Stage and Key Stage 1. Read Write Inc (RWI) is the phonics scheme used at Burlington Infant School. This matches the expectations of the English National Curriculum and Early Years Development Matters. The RWI Scheme is a systematic programme that is taught with fidelity, consistency and continuity from Reception to Year 2.

## **How is our intent implemented?**

- Read, Write, Inc. sessions are taught daily to all children in EYFS, Year 1 and those in Year 2 who have not yet completed the programme. Once children have completed the programme they move onto English based lessons where the teaching of discrete reading skills is prioritised at the start of every session. During RWI phonics lessons;
  - *'Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.*
  - *They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.*
  - *Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice' - Ruth Miskin*
- Children are assessed and grouped according to their phonic knowledge by the Read, Write, Inc Manager. Children are then re-assessed every 6 weeks. Ongoing assessment means that groups can be adjusted to ensure the best possible progress for each child. Each child reads books that best match their phonic knowledge. Assessment quickly identifies any child who is falling behind the programme's pace ,so targeted intervention and 1:1 catch up can be given immediately, and identifies those children who need to be given greater challenge.



- Children are given opportunities to read in school regularly. This takes place within lessons, both indoors and outdoors, and throughout the day, in popular reading areas and the well-stocked library area.
- Reading books are progressive, sequenced and correspond with our Phonics approach, Read, Write, Inc. Children also read carefully selected book-banded books matched closely to their ability.
- We value support in reading from our parents. Read, Write Inc. books, book banded books and library books are sent home to share.
- Children in Year 2 also take part in Guided Reading sessions. Children are grouped according to phonic and reading ability.
- We provide all children with the opportunity to enter the magical worlds that books open up to them. Reading for pleasure has high priority and all classrooms contain an inviting reading area and a wide range of reading books. Each classroom has a selection of books which are directly linked to the topic. This offers opportunities for pupils to apply their reading skills across the curriculum.
- Story telling is a priority and children are read to each day by their class teacher. This can be a book that the teacher has chosen or a recommendation from a child. Classes also vote for books to be read to them.

### **What is the impact?**

Academically the impact of our curriculum is strong. Most children make outstanding progress from their entry point in Early Years to the end of Year 2. Children develop a love of stories and authors through being immersed in carefully selected books rich with imagination and interesting vocabulary. All children are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction. Therefore our reading curriculum goes beyond the results of statutory assessment. Reading for pleasure is an essential component of our reading curriculum.