



Reading intent, implementation and impact.

Intent

Here at the Trinity, our English Curriculum is driven by a deep rooted passion for high quality texts which reflect a diverse and progressive world view. These texts are used as a stimulus to encourage discussion, debate, explore ideas, to expand vocabulary, to improve reading comprehension and writing skills. Our overarching aim is to encourage all of our children to foster a love of the English Language that allows them to become independent and fearless learners, who understand the importance of a rich and varied vocabulary. We aim to facilitate a journey that begins in Early Years and continues to Year 6, upon which our children learn what it is to be a reader, an author, a critic, a confident speaker with a varied and diverse literary diet.

Through our reading curriculum, it is our intent to deliver this ideal to our children. We understand that a good reader makes a good writer, so our approach to reading is linked heavily to our writing approach.

Implementation

Early reading has a high priority within our school, and as a school we understand the importance of children being able to read. Our phonics programme is taught for 30 minutes daily from EYFS. The children are also given many of reading opportunities through continuous provision. We implemented the Sounds Write approach in October 2022, and have been developing this approach for our children.

From Year 2 through to Year 6, our children are taught reading for three lessons per week. During these lessons, we focus on a high quality, age appropriate text taken from our recommended reading lists. These lists can be found on our website. Fluent and expressive reading is modelled daily within the classroom, along with positive conversations around books.

Key vocabulary from texts is explored and children are given opportunities in every lesson to develop understanding of more complex vocabulary.

Our SEND and lower ability learners are supported with appropriate scaffolding to access appropriate texts and enjoy these along with their peers.

Within KS2 we run a reciprocal reading intervention that supports some of our children with their reading comprehension and de-coding skills.



Children are expected to read daily with parents and carers at home, and we encourage our parents to discuss texts with children at home.

Impact

The impact of our approach is monitored through the formative and summative assessment of our readers. We also monitor our impact through the confidence our children develop through their reading. The impact of reading can subsequently be seen through our writing, as children will draw upon their reading experiences to enhance their written work.