



Intent, Implementation and Impact Statement for **READING**

Intent

At Mount Charles, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading; a good knowledge of a range of authors; be able to see themselves and their families represented in a text and be able to understand more about the world around them by reading. By the end of their time at our school, all pupils should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

We are determined that every pupil will learn to read at Mount Charles Primary School and it is our intention that every pupil develops a life-long love of reading.

Implementation

At Mount Charles, we teach our pupils to read using the Read Write Inc (RWI) program. Pupils are taught daily and in small groups by their reading stage, not age. They learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes. Pupils develop a love of reading by experiencing 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. Once pupils' decoding skills are secure, they take part in Whole Class Reading (WCR) sessions which focus on comprehension skills. Pupils continue to access the RWI programme if their decoding skills are not secure at the end of Key Stage 1.

By Key Stage 2, we expect all our pupils to be ready for daily Whole Class Reading lessons. We use excerpts from carefully selected and high-quality texts chosen by staff to support the curriculum content or to enhance the children's understanding of the world around them. These enable teachers to model a range of skills and exposes the pupils to rich, and broad vocabulary. Staff have carefully planned and sequenced lessons so that pupils can frequently develop appropriate curriculum skills and knowledge. A main focus of these lessons is teaching the 'hidden' skills of reading explicit through teachers 'Narrating the thinking'. We teach the children to 'turn on the TV' to help with comprehension of the text and to question and investigate when something is not making sense.

Reading for pleasure is promoted through daily Storytime and our whole school Reading Spine where texts have been specifically chosen to inspire a love of reading in all pupils. These books are widely promoted throughout classrooms and pupils are actively encouraged to read all their year group texts during the academic year. In Key Stage 2, pupils have the freedom to choose their books based on their Accelerated Reader ZPD and dedicated time is allocated in the timetable for children to read independently. They develop their comprehension skills by regularly quizzing on the books read and take pride in being accurate.

Parents are encouraged to be involved in their child's reading journey from the beginning through parent phonics meetings whereby the structure and key vocabulary and skills from RWI are explained and taught. All children have logins to BoomReader and are encouraged to read at least 2 times a week at home



Impact

In 2024, 98% of our Year 1 pupils met the expected standard in the phonics screening check by the end of Year 1 which was 18% above national. 91% of our disadvantaged pupils achieved the expected standards in the phonics screening check (above national for both non-disadvantaged and disadvantaged groups). 94% of pupils achieved the PSC by the end of year 2 (compared to 89% nationally). This showed significant progress for both these Year 1 and 2 cohorts of children based on their baseline results in reception. The year 1 cohort of which 98% achieved the PSC achieved baseline word reading results of 40% in Reception and outgoing end of reception ELG results of 84% on word reading. Meaning 44% of pupils made significant progress in Reception and a further 14% of this cohort made significant progress during Year 1 to achieve 98% in the PSC in Year 1.

In 2024, 73% of pupils in reception achieved the ELG for word reading, including 70% of disadvantaged pupils. Both of which were broadly in line with national results for the word reading ELG despite a higher than national level of SEND within the cohort (18.2% compared to 14.1% nationally).

In 2024, 82% of Year 2 achieved the expected standard for Reading, despite only 52% of these achieving the EYFS baseline for reading and 76% achieving the ELG for word reading by the end of reception. This indicates significant progress in reading skills from EYFS to Year 2.

In 2024, 64% of Year 6 pupils achieved the expected standard in reading. We acknowledge that this was below national (at 74%) and therefore progress in reading at KS2 is a focus for the school. However, we can see positive trends in reading progress across the school which indicate the actions we are taking are having impact. Reflecting on these results, we feel it is important to consider the context of this year group so we can identify similar patterns in the future and work to address the impacts these demographic factors have on outcomes. 21.7% of this cohort had SEND needs, compared to 14.1% nationally. 50% were FSM Ever 6 compares to 25.9% nationally. 38.3% of the pupils joined the school after Reception. 78% of pupils who had been at Mount Charles since reception achieved the expected standard in reading (above national). 74% of pupils who joined the school in EYFS or KS1 achieved the expected standard (in line with national). 72% of pupils who joined before UKS2 achieved the expected standard. Therefore, it is apparent that the practices of teaching reading at Mount Charles are as effective as those used nationally for pupils who are at the school for longer than two years and that mobility is a factor in these end of KS2 results. As a result, we have implemented assessment, tracking and intervention on entry to support pupils who join us in UKS2 to close the gaps they may bring.

Subject Leader monitoring has shown:

- Pupils enjoy reading a wide range of genres and apply their skills and knowledge independently
- Pupils of all abilities feel success in RWI and WCR lessons
- Pupils benefit from being read aloud to – this impacts positively upon their use and understanding of a wide range of high-quality vocabulary
- Pupils talk with passion about their reading
- Teachers plan lessons that meet the needs of all learners
- Teachers are secure in their subject knowledge

Impact of reading at Mount Charles School is carefully tracked and measured by...

- Early assessment of Reception pupils in the autumn term for phonics grouping.
- Ongoing assessment and data analysis by the Early Reading Lead in EYFS and KS1.
- Weekly observation and practise time (masterclass) for all reading teachers.
- Termly RWI Development Day with Ruth Miskin consultant.
- Termly Freshstart assessments for Early Readers in KS2.



- Termly PIRA assessments (Year 1-6)
- Analysis of the PIRA assessments by the Reading lead who then shares action points and priorities with class teachers.
- Termly data meetings to review pupils' individual progress and progress of the class.
- Regular analysis of Boom Reader online reading journal to monitor engagement.
- Termly Accelerated Reader Star tests to identify pupil reading levels and appropriate books to provide challenge; followed by ongoing Accelerated Reader quizzes every two weeks to ensure regular progress and monitoring. This is monitored by the Reading Lead and by class teachers.
- Analysis of pupil reading ages termly by class teachers.
- Half-termly monitoring of reading outcomes in pupil workbooks.
- Half-termly learning walks to monitor reading teaching – successes and feedback shared with teachers.
- Pupil conferencing linked to reading.

As a result of our reading curriculum, pupils leave Mount Charles able to show empathy and understanding towards others; capable of accessing and understanding the world around them and inspired to invent, create and discover.