

Reading: Impact



We firmly believe that **reading is the key to all learning** and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

The impact of our curriculum will be:

- Children will enjoy reading across a range of genres
- Children of all abilities will be able to succeed in all reading lessons
- Children will have a good knowledge of a range of authors
- Children will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records
- The % of children working at ARE within each year group will be at least **in line with national averages**
- The % of children working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of children (e.g. disadvantaged vs non-disadvantaged)

Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time, we provide books to ensure that children read for pleasure and learn to love reading. If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. More recently, the implementation of Accelerated Reader has **raised the profile of reading** in our school. Children are reading more for pleasure and on a more regular basis. The quizzes that the children take are improving their comprehension skills.

In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessments
- Book band colour
- ZPD scores
- Reading ages given through the AR program
- Summative assessments each term-
 - End of Key stage SATs results
 - NFER reading assessments
- Mini assessments carried out in class using National Curriculum statements and tracked on Target Tracker
- Tracking on MyOn

As a Year 6 reader, transitioning into secondary school, we aspire that children are **fluent, confident and able readers**, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.