

Intent

At Mile Cross Primary School, we are dedicated to encouraging all children to be passionate about reading and writing. We are determined that ALL children will become highly competent readers and writers by the end of their time with us. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

During their time at Mile Cross Primary School, all children will be exposed to a high-quality education in both English and Reading. This will not only teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, but through their reading and listening, others can communicate with them.

We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material.

Implementation

- The systematic teaching of phonics using the Read, Write Inc programme has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and Year 2 until they have completed the programme.
- Children in Year 3 and 4 continue to receive Read, Write, Inc phonics as their daily English provision if they have not reached age expected levels by the end of KS1.
- In addition to this, these children will also receive daily 1-1 phonics interventions.
- Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. This is also the case during spelling lessons across KS2.
- Phonics is delivered in ability-group format, because it enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers. This can involve cross-year-group delivery.
- Timely intervention is planned for those children who are working below expected levels as soon as needs are identified.
- Once children have completed all stages of the Read, Write, Inc scheme they move into a Talk for Writing English lesson and will read short chapter books of their choice.
- The school ensures all texts are accurately matched to pupil ability to ensure progression and challenge for all children. Teachers make every effort to hear individual children read as much as they can to ensure children are challenged and enjoying

reading. The children who are in the bottom 20% are heard read every day by an adult in school.

- Books are carefully selected by teachers with the knowledge of how they link to other areas of the curriculum.
- All children have their own reading record with an expectation that they read at least 5 times a week at home. These reading records are checked daily to ensure children are completing this. Any child who is not completing this is picked up by teachers and support staff and heard read in school either by themselves or older pupils. Reading charts are visible in all classrooms.
- All year groups have access to and make full use of the books that are in Pie Corbett's 'Reading Spine' reading lists which has been adapted to respond to the needs of our school.
- All children who have finished the Read, Write, Inc scheme take part in 5 Whole Class Reading sessions per week. All teachers use these to introduce pupils to a range of genres and to teach a range of techniques which enable children to comprehend the meaning of what they read.
- Children are exposed to a broad range of text types across every year group. These texts are linked to our 5 reading threads which are important to our school and community.
- New vocabulary is introduced through Whole Class Reading as well as through any opportunities arising. New vocabulary is displayed in the classroom for children to refer to. Children are encouraged and praised when using these words in their writing.
- All classrooms have their own class reading areas with a wide variety of genres and which are inviting and well organised.
- Teachers read to pupils at least once a day. This is followed up with discussions where children have the opportunity to practice reading skills whilst celebrating the love of reading.
- Use of an outdoor reading hut, which was designed by the school council, so that children can choose to read during breaks and lunchtimes.
- Classes visit the Mile Cross Library before the Summer holidays to encourage children to participate in the Summer Reading Challenge.
- All children in school visit the school library regularly.
- Yearly author visits to encourage both reading and writing and to widen children's experiences.
- Use of volunteers and other professionals to hear children read is encouraged throughout the school.

Impact

The Reading curriculum is evaluated through

- Regular monitoring of the teaching of reading, along with the quality of reading in home reading records and guided reading books is evaluated by learning walks, drop ins, pupil conferencing and work scrutiny.

- Summative assessments are completed termly using NFER assessments. These are also used to identify areas of development.
- Ofsted (2017), “Pupils who read to inspectors did so with verve and confidence. Less-able pupils were willing to ‘have a go’ using their strong knowledge of phonics.”
“The library area is a vibrant place and promotes reading extremely well. Pupils make good use of it.”

Data

Phonics

2018 All pupils	(81%)	National (83%)
Disadvantaged	(81.4%)	
2019 All pupils	(83%)	National (82%)
Disadvantaged	(87%)	
2022 All pupils	(75.9%)	National (75.6%)
Disadvantaged	(72.3%)	
2023 All pupils	(78%)	National (74%)
Disadvantaged	(88.4%)	

KS1

2018 ALL pupils	(71 %)	National (75%)
Disadvantaged	(70.7%)	
2019 ALL pupils	(62%)	National (82%)
Disadvantaged	(87%)	
2022 All pupils	(60%)	National (67%)
Disadvantaged	(43%)	
2023 All pupils	(63%)	National (68%)
Disadvantaged	(54%)	

KS2 Reading EXPECTED

2018 ALL pupils	(75%)	National (75%)
Disadvantaged	(75%)	
2019 ALL pupils	(76%)	National (73%)
Disadvantaged	(62.5%)	
2022 All pupils	(69%)	National (74%)
Disadvantaged	(65%)	
2023 All pupils	(48%)	National (73%)
Disadvantaged	(46.2%)	

KS2 Reading GD

2018 ALL pupils.	(23%)	National (28%)
Disadvantaged	(6%)	
2019 ALL pupils	(19%)	National (28%)
Disadvantaged	(8%)	
2022 All pupils	(25%)	National (28%)
Disadvantaged	(28%)	

2023 All pupils	(12%)	National (29%)
Disadvantaged	(12.8%)	