



## Reading Intent Statement

At Cutthorpe Primary School we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children’s learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success, whilst developing their love of books.

Please read below our school action and organisation for developing phonics and reading:

<p><b>Prioritising Reading:</b></p>	<ul style="list-style-type: none"> <li>✓ Daily discreet phonics taught sessions YR-Y2.</li> <li>✓ Weekly guided reading sessions across all classes.</li> <li>✓ Library accessible to all pupils at least once per week.</li> <li>✓ School library accessed by all classes.</li> <li>✓ Reading a priority within the School Improvement Plan.</li> <li>✓ Reading diaries with incentives for children completing books.</li> <li>✓ Teachers reading to children at the end of the day at least 3 times a week across the school YR-Y6.</li> <li>✓ Reading displays within each of the classrooms.</li> </ul>
<p><b>Love of Reading:</b></p>	<ul style="list-style-type: none"> <li>✓ Each class taught about and named after a significant children’s author.</li> <li>✓ Each teacher to teach the whole school about a significant children’s author during an assembly and favourite books of their childhood alongside a book from the top 50 children’s books of this year.</li> <li>✓ YR class vote for end of the day story.</li> <li>✓ Teacher’s carefully select books for book areas within their classroom and to read to class based on children’s interest, cultural capital and suitability for audience alongside linked to termly topic.</li> <li>✓ Pupils have access to a book box at lunchtimes.</li> </ul>
<p><b>Programme and Progress:</b></p>	<ul style="list-style-type: none"> <li>✓ Letters and Sounds progression used to teach reading daily from YR-Y2.</li> <li>✓ Phonics taught each day in YR – Y2 and pupils use and apply these skills in other lessons.</li> <li>✓ Guided reading Sessions in each class YR – Y6 across the school on a daily basis (R from Christmas).</li> <li>✓ Pupils taught to form letters using letter families + letter rhymes in R from Read Write Inc.</li> <li>✓ Mnemonics used to support pupils in recalling reading and spelling of non-de-codable words.</li> <li>✓ Handwriting taught each week from Y1-Y6.</li> </ul>

<b>Books match and sounds:</b>	<ul style="list-style-type: none"> <li>✓ YR and KS 1 pupils are asked to read and reread reading scheme books to develop fluency</li> <li>✓ Early reading scheme books have books containing de-codable and non-de-codable words</li> <li>✓ Children can take home library books as often as they wish</li> <li>✓ Early reading books are linked to the school's phonics scheme.</li> <li>✓ September phonic and reading parent meeting for Reception parents.</li> </ul>
<b>Phonics from the start:</b>	<ul style="list-style-type: none"> <li>✓ Phonics taught within the first few weeks to new YR class after baseline assessment complete.</li> <li>✓ The pace and progression of Letters and Sounds is used</li> <li>✓ Staff phonic review following termly phonic assessments</li> <li>✓ Sounds sent home for all Reception children in line with what is taught in phonics.</li> <li>✓ This is repeated for children in other year groups if needed.</li> </ul>
<b>Catch up quickly:</b>	<ul style="list-style-type: none"> <li>✓ Gap analysis used to plan catch up interventions.</li> <li>✓ Children falling behind can access the Nessy English support programme.</li> <li>✓ School uses Rapid Read intervention books to help pupils that are falling behind.</li> </ul>
<b>Early reading experts:</b>	<ul style="list-style-type: none"> <li>✓ English leaders regularly attend teaching local authority assessment briefings and share key findings with staff.</li> <li>✓ TAs have all accessed phonic training through the Local Authority.</li> <li>✓ Internal guided and reciprocal reading training for teachers.</li> <li>✓ Teachers trained to assess for early dyslexia screening using Nessy.</li> </ul>