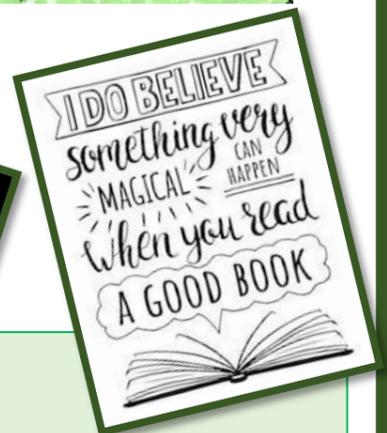
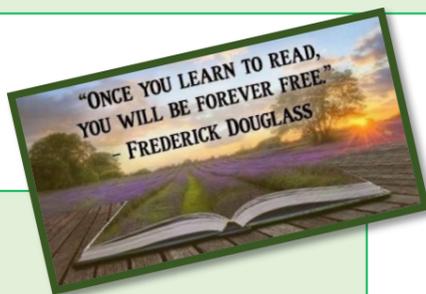
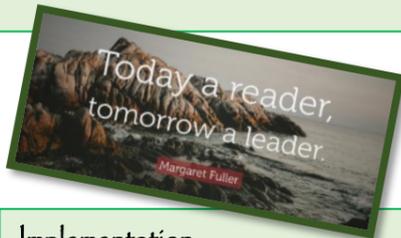


# Creating Readers At Blessed Robert Widmerpool

## Intent

At BRW, we strive to:

- Enable all children to speak clearly and audibly in ways which take account of their listeners;
- Enable all children to adapt their speech to a wide range of circumstances and demands;
- Develop all children's abilities to reflect on their own and others' contributions and the language used;
- Enable all children to evaluate their own and others' contributions through a range of drama activities;
- Develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- Encourage all children to become inspired, enthusiastic and reflective readers through contact with a wide range of challenging and lengthy texts.



## Implementation

At BRW, we:

- Plan and teach engaging Reading lessons that are based upon the 2014 English National Curriculum.
- Use speaking and listening opportunities to allow children the time to elaborate on their understanding of the texts they have read.
- Use a variety of teaching resources to ensure all children have the ability to achieve and thrive when reading and writing.
- Use the Revised Letters and Sounds Curriculum to teach systematic synthetic phonics to all children that need support with reading.
- Use AFL strategies to ensure children are supported and challenged appropriately during lessons.
- Use individual or whole class feedback to support and challenge children where appropriate.
- Provide opportunities for regular recall and revisit activities that check in with children's long-term understanding of reading.
- Teach reading and phonics in small groups in FS and Year 1 to ensure children are provided the opportunity to practise reading with personalised adult support and regular intervention.
- Teach reading in Whole Class Reading form in Years 2-6 with a focus on fluency, vocabulary and knowledge that challenges and inspires all children.
- Read texts that cover all five 'plagues of reading' to ensure children can navigate and understand a variety of story-types.

## Impact

At BRW, we have:

- Enthusiastic readers that want to read a wide variety of novels
- Children who are exposed to a wide range of vocabulary and can apply this vocabulary to new contexts.
- Readers who enjoy talking about a wide variety of texts.
- Reader who use their knowledge of stories to write innovative stories of their own.

At BRW, we evaluate our impact by:

- Conducting summative assessments each term to track children's progress over the course of the year.
- Using AFL daily so that teachers have an excellent understanding of their pupils and can recognise which pupils need further intervention.
- Using pre-teach and post-teach strategies to challenge gaps in pupil's knowledge.
- Providing tailored phonics interventions for pupils on KS2 who do not achieve the expected standard in phonics assessment by the end of Year 2.
- Planning in time to read 1:1 with pupils in years 2-6 who need further support after Whole Class Reading Sessions.
- Planning lessons that are tailored to inspire and motivate pupils who do not yet show a passion for reading and writing.
- Conducting and triangulating regular monitoring (Book Looks, Data, Pupil/Staff/Parent Pupil Voice- interviews, questionnaires etc) to assess teaching, learning and attitudes to reading in order for leaders to have an accurate view of the quality of teaching and learning and strengthen and develop it further.