



Reading

Intent, Implementation and Impact Statement

Intent

Our intent is to enable our children to become confident readers with a love of books and the ability to use their reading skills to further their own academic learning.

Implementation

Reception and Key stage One

Love of reading and knowledge of books:

- Reading lies at the heart of our curriculum plans and wider curriculum offer at Horwich Parish CE School.
- Children encounter reading texts daily, either through the 'big read' comprehension texts or class novels/stories.
- Books are promoted and celebrated through book displays in the classrooms, the school library and our virtual online library on the website, as well as through events such as World Book Day.
- In key stage 1 the reading groups are named after authors.

Phonics and Early Reading

- Phonics is introduced in reception class, within the first few weeks of children entering school. The phonics journey continues into year one and beyond for those children who need it.
- We utilise the ORT Floppy Phonics scheme, which is DFEE accredited
- Classroom resources and friezes are consistent to support children's developing knowledge as they move through key stage one.
- Lessons are structured in four parts in line with the scheme's teaching sequence.

- Reading books and spellings are given in line with the PGCs that children are learning, to support reciprocity between reading and writing. Reading books are sent home for additional practice.
- Children's phonics knowledge and skills are assessed regularly using the Floppy Phonics assessment booklet, which is passed up to the next teacher to ensure continuity in teaching and learning.
- The school has created an expectations document against which teachers can assess attainment and progress.
- In the Early Year Unit (year one and reception) children are streamed for phonics when it is felt to be supportive to their development.
- Children who are not meeting ARE in phonics are able to access additional support with our SEN TA, who follows the same scheme and utilises the same resources for consistency of approach.
- Children who do not pass the phonics screening test in year one are given priority for additional phonics tuition in year two, via the class teacher and the SEN TA. This continues into year three and beyond where children do not pass the phonics retake in year two.
- Moving into year two, children who are competent with their phonics knowledge and skills move onto the colour banded core readers to support fluency and exposure to high frequency words.
- From spring of year two the focus of reading in year two shifts towards daily whole class comprehension, with reference to the VIPERS symbols as a way of referring to the reading domains.

Impact

Data

- EYFS Profile Reading Data:

%	GLD	Reading %		
Summer 2017 ARE+	69%	81↓		
Summer 18	74%	35	54	11
Summer 18 EXP+		89↑		
Summer 19	79%	40	45	15
Summer 19 EXP +		85		
Summer 2020	Profile not completed due to COVID	76% (based on spring 2 data)		

Year One Phonics Screening Data:

Phonics Screening Check			School						Bolton						National					
Horwich Parish CofE Primary School			2017		2018		2019		2017		2018		2019		2017		2018		2019	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
All	Year 1		60	93%	60	85%	55	85%	3,973	81%	4,155	82%	3,972	82%	81%	82%	82%	82%	82%	82%
	End of KS1		54	91%	60	97%	59	95%	3,975	91%	4,015	91%	4,179	91%	92%	92%	91%	91%	91%	91%
Gender	Boys	Year 1	33	91%	26	77%	26	81%	2,027	78%	2,130	78%	2,014	77%	78%	79%	78%	78%	78%	78%
	End of KS1		32	84%	33	94%	25	92%	2,025	89%	2,057	89%	2,142	88%	90%	90%	89%	89%	89%	89%
	Girls	Year 1	27	96%	34	91%	29	90%	1,946	85%	2,025	85%	1,958	86%	85%	86%	85%	85%	85%	85%
End of KS1		22	100%	27	100%	34	97%	1,950	93%	1,958	94%	2,037	93%	94%	94%	94%	94%	94%	94%	94%
Disadvantaged	Not disadvantaged	Year 1	52	96%	55	84%	47	87%	3,070	84%	3,160	85%	3,039	84%	84%	85%	84%	84%	84%	84%
	End of KS1		51	94%	51	100%	53	94%	2,820	93%	2,984	93%	3,090	92%	93%	94%	93%	93%	93%	93%
	Disadvantaged (FSM Ever 6 and LAC)	Year 1	8	75%	5	100%	8	75%	903	71%	995	72%	933	73%	70%	72%	71%	71%	71%	71%
	End of KS1		3	33%	9	78%	6	100%	1,155	87%	1,031	85%	1,089	86%	86%	86%	85%	85%	85%	85%
	FSM Eligible	Year 1	6	67%	3	100%	5	60%	613	69%	713	72%	795	71%	68%	70%	70%	70%	70%	70%
	End of KS1		2	50%	7	71%	4	100%	659	85%	676	84%	815	86%	84%	84%	84%	84%	84%	84%
30% most deprived (home postcode)	Year 1	9	89%	11	82%	9	89%	2,356	78%	2,409	79%	2,413	79%	2,391	89%	2,402	89%	2,441	89%	
End of KS1		11	91%	8	88%	13	100%	2,391	89%	2,402	89%	2,441	89%	21	81%	28	75%	17	76%	
LAC	Year 1	0		0		0		28	93%	25	84%	25	88%	Not published						
End of KS1		0		0		0														
Term of birth	Autumn	Year 1	23	96%	10	100%	24	96%	1,335	86%	1,376	87%	1,332	86%	86%	87%	87%	87%	87%	87%
	End of KS1		19	89%	23	100%	10	100%	1,338	93%	1,345	94%	1,384	93%	-	94%	94%	94%	94%	
	Spring	Year 1	14	93%	19	89%	12	75%	1,332	82%	1,389	82%	1,302	82%	81%	83%	82%	82%	82%	
	End of KS1		22	93%	14	73%	19	74%	1,779	92%	1,346	92%	1,400	91%	-	92%	91%	91%	91%	
Summer	Year 1	23	84%	31	97%	13	84%	1,306	78%	1,390	76%	1,338	77%	76%	77%	77%	77%	77%		
End of KS1		13	100%	23	96%	30	97%	1,358	90%	1,324	88%	1,395	88%	-	90%	89%	89%	89%		

The number of children achieving a pass mark is above the national average year on year, with the end of key stage one result (retake) also being above the national average.

Key Stage 1 Reading:

Reading Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

	EXS+ GDS	School 2018						Bolton 2018						National 2018					
		2017		2018		2019		2017		2018		2019		2017		2018		2019	
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
All	EXS+ GDS	54	74%	60	82%	60	75%	4,013	73%	4,041	73%	4,191	72%	4,013	73%	4,041	73%	4,191	72%
			26%		23%		25%		22%		23%		23%		22%		26%		25%
Gender	Boys	32	66%	33	70%	26	69%	2,046	69%	2,069	68%	2,146	68%	2,046	69%	2,069	68%	2,146	68%
	Girls	22	86%	27	96%	34	79%	1,967	77%	1,972	77%	2,045	76%	1,967	77%	1,972	77%	2,045	76%
Disadvantaged	Not disadvantaged	51	76%	51	88%	54	74%	2,843	77%	3,002	77%	3,099	76%	2,843	77%	3,002	77%	3,099	76%
	Disadvantaged (FSM Ever 6 and LAC)	3	33%	9	44%	6	83%	1,170	62%	1,039	61%	1,092	61%	1,170	62%	1,039	61%	1,092	61%
	FSM Eligible	2	50%	7	57%	4	75%	668	60%	680	59%	818	61%	668	60%	680	59%	818	61%
	30% most deprived (home postcode)	11	73%	8	88%	13	62%	2,408	67%	2,423	68%	2,447	68%	2,408	67%	2,423	68%	2,447	68%
	LAC	0		0		0		28	75%	25	52%	25	52%	28	75%	25	52%	25	52%
			27%		27%		26%		26%		26%		26%		26%		26%		26%
Term of birth	Autumn	19	79%	23	91%	10	80%	1,358	79%	1,357	79%	1,386	79%	1,358	79%	1,357	79%	1,386	79%
	Spring	22	59%	14	79%	19	89%	1,288	71%	1,353	73%	1,404	74%	1,288	71%	1,353	73%	1,404	74%
	Summer	13	92%	23	74%	31	10%	1,367	68%	1,331	15%	1,401	14%	1,367	68%	1,331	15%	1,401	14%
SEND	No identified SEN	44	89%	50	92%	51	84%	3,392	81%	3,406	82%	3,560	81%	3,392	81%	3,406	82%	3,560	81%
	All pupils with SEN	9	11%	10	30%	9	27%	582	25%	595	25%	596	26%	582	25%	595	25%	596	26%
	SEN support	8	13%	10	30%	7	14%	501	28%	495	27%	503	28%	501	28%	495	27%	503	28%
	SEN with a statement or EHC plan	1	0%	0	0%	2	0%	81	10%	100	13%	93	13%	81	10%	100	13%	93	13%
			32%		28%		29%		26%		26%		26%		26%		26%		26%
English first language		53	79%	60	82%	59	79%	2,859	79%	2,854	79%	2,954	75%	2,859	79%	2,854	79%	2,954	75%
			26%		23%		24%		24%		25%		25%		24%		27%		26%

The number of children achieving exp+ is broadly in line with average and above local.

The majority of children leave key stage one reading fluently and able to comprehend age appropriate texts. They are able to talk about books they enjoy and are on their way to becoming life-long readers.

