



Intent	Implementation	Impact
<p>At Dishforth CE Primary School we encourage all pupils to develop a life-long love of reading. All pupils are exposed to, and study high quality shared texts. These texts are used as a spring board to interesting and creative writing opportunities which support learning in the wider curriculum. Children are encouraged to develop a love of reading for pleasure.</p>	<p>Pupils in KS2 have daily 40 minute whole-class reading lesson. This consists of approximately 15 minutes of reading, then 30 minutes of discussion and tasks (2 days based on class novel and 3 days based on the Ashely Booth reading curriculum).</p> <p>In KS1 and KS2 reading skills are also taught in the reading week on our English lessons. The Reading Phase includes hooking children into their writing (first day), immersion in the text, prediction, sequencing and drama.</p> <p>We read our class novel for 15 minutes daily(separate to our reading lesson) and ensure that children are able to visit the school library weekly. We have a weekly "Book club" session in class where we discuss books we are reading for pleasure.</p>	<p>By the time our pupils leave our school they will be confident, independent and enthusiastic readers who recognise how reading impacts on people's lives.</p> <p>They have developed a lifelong love of reading</p> <p>They use reading skills as a key tool to support themselves in independent reading across the curriculum</p> <p>They develop their speaking and listening skills through participation in detailed discussions about texts and performance</p> <p>They use knowledge, skills and understanding of reading to support themselves with learning across the curriculum.</p>

## How children with additional needs are supported

Children in KS2 who are still on the RWI scheme received daily, targeted support.  
 Children are supported in paired or group work  
 Pre teaching of key vocabulary  
 Visual aids  
 Supported by an adult  
 Individual adaptations highlighted in IPMs/EHCPs

## How more able children are challenged

Higher level questioning – asking questions about different views etc  
 Encouraging children to consider different perspectives  
 Making connections with own lived experiences  
 Encourage children to independently dig deeper to further knowledge  
 Personal recommendations of books to challenge thinking and open up dialogue about books  
 Provide different ways to explore and respond to reading e.g. through drama

## The focus in my subject this year is:

The teaching of inference skills (KS2) and fluency (KS1). Analysis of NFER (July 24) indicated marks lost were mainly from inference questions. Fluency is impacting on children working below ARE.  
 Children in KS2 maintaining a love of reading for pleasure.

## Monitoring plans for my subject this year are:

WCR learning walks (November 24)  
 Book looks (February 25)  
 Reading focus learning walk with English Governor (April 25)  
 Reading for pleasure pupil voice (June 25)  
 Monitoring of impact of Ashley Booth and Alison Philipson approaches (July 25)  
 Question level analysis of NFER reading papers (December, April and July)

## Previous improvements and impact

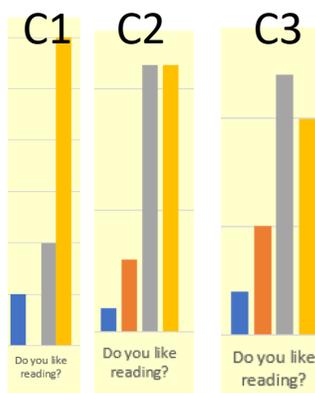
Evaluated the impact our WCR approach and decided that it didn't give children the breadth of texts they needed to develop a love of reading – introduced Ashley Booth.  
 Introduced high quality “free reader” baskets in KS2 classes with reading challenge – this has introduced children to a wider range of authors, and books with greater diversity.

## Current improvements

Embedding Ashley Booth reading curriculum in KS2.  
 SC attending CPD on Reading Fluency Project with English Hub.  
 SC to lead staff meeting on teaching Inference based on NFER research.  
 Continue to develop reading for pleasure through development of the library – range of books, including diversity

## Ideas for future Improvements

Reception and KS1 termly visit to Thirsk Library  
 Author visits for KS1 and KS2  
 Reading Ambassadors (KS2)



## Pupil Voice

Most children in KS1 enjoy reading a lot. Whilst this drops slightly in C2 and again in C3 the majority of children sometimes/a lot like reading.

■ Never ■ Not Really ■ Sometimes ■ Yes a lot

## Data/Outcomes

KS2	ARE School	ARE National	GD School	Each child worth %
2024	76.9%	74%	7.7%	7.7%
2023	79%	73%	21%	5.3%