

Reading at Cutcombe and Exford CofE First School

What will I see?

All parties – teaching and support staff,
SLT, governors, external agencies and
pupils to be clear about Reading

Curriculum

Impact

Use of data to identify: below
ARE/GDS pupils; pupils not
progressing

Termly Reading Age
assessments

Implement

Identifying
focus pupils for
intervention

Identifying
strengths and
areas for
development

Termly
Comprehension
assessments

Intent

We want all children to love reading
We want all children to be able to read age
appropriate texts
We want all children to read accurately and
fluently relevant to their age

Identifying
relevant
pathway for
SEND pupils

Access to mobile
library – on hold

Bug
Club/Oxford
Owl eBooks

Read Write Inc.
to teach phonics

Strengthening
core fluency
skills

Engagement in World
Book Day

Children reading regularly
at home

Children volunteering to
read in Collective
Worship, Church Services
etc.

Reading Spine of books
to share with children –
timetabled story time

Strengthening
comprehension
including for GDS

Wide range of
texts for home
reading books

Opportunities taken
for cross-curricular
reading

Informal staff/pupil
discussions; formal
staff/pupil
questionnaires

End of KS1 data results in line
(or above) National Averages

Phonics screening results in line (or
above) National Averages

Recovery Curriculum for reading
Meet the child at their return point
Increased opportunities for reading
More children receiving RWI 1:1
Prepare Year 2 children for Phonics screening
Autumn term

Termly PPM
meetings/
moderation
meetings

SEND pupils have
dedicated
intervention time
with trained key staff
leader