




Year One English – Reading		Intent		Implementation		Impact	
		At St. John Vianney Primary, we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places , meet new characters and develop a better understanding of other cultures. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach.		At St. John Vianney Primary, within our English curriculum, we have incorporated key age-appropriate class reader texts to celebrate and promote the value of literature and language to our children. These books are used to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills, as well as develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum. We implement various strategies to ensure children are exposed to a wide range of vocabulary ensuring opportunities to verbalise and apply higher-level language in all areas of learning. A love of reading is encouraged by an ever increasing range of provision such as: <ul style="list-style-type: none">• Regular library visits for all classes and all children able to take a library book home• author visits• whole school events and celebrations• competitions and class based rewards• daily reading of a class story for pleasure• book related parent workshops• bedtime book box (KS1 & 2) story sack (Reception) sent home weekly		At St. John Vianney Primary, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.	
Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying	
I can read confidently by decoding using the sounds they have been taught so far.	I can answer questions about what has just happened in a story.	I can make simple predictions based on the story and on their own life experience.	Children make inferences about characters' feelings using what they say and do to infer basic points.	Children can generate literal recall questions.	Children retell and order events from the text.	Children begin to find the meaning of new words using substitution within a sentence	
I have a growing number of words I can read automatically.		I can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.	Children can make direct reference to the pictures and words in the text.	They are taught how to ask questions before, during and after reading.	They begin to discuss how events are linked.		
Year 1 Outcomes:							