



Aston-on-Trent Primary School Intent, Implementation and Impact

English Reading



Intent

At Aston-on-Trent, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and we ensure that all pupils have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Implementation

Classroom organisation: We teach phonics and reading skills as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. Rapid graspers are also given opportunities to demonstrate a greater depth of understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts. Intervention sessions in reading take place during assembly times.

Phonics: Early Years and Key Stage 1: Pupils are taught as a whole class, focussing on individual sounds, groups of sounds and common exception words within different 'phases'. We have an agreed progression for the teaching of new sounds and use a variety of published schemes and resources to support this. Slower graspers are given additional support from teachers and teaching assistants, either within the whole class lesson or as part of planned interventions that take place in addition to the lesson. During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. After this, lessons move towards whole class reading lessons that take the same model as Years 2 to 6. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of these key skills.

Whole school Reading Scheme: We have a whole school reading scheme (Oxford Reading Tree) that ensures progression in both word reading skills and comprehension. The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a level before moving to the next level. All pupils have a home-reading record which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.

Marking and Feedback: Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

Summative Assessment: Summative assessments will be collected from teachers each term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements for the most part on the quality of the written outcomes given after structured teaching within the agreed reading skills. Teachers may also complete reading assessments (e.g. past SATS papers, Twinkl assessments, PIRA assessments) to provide another piece of evidence to support their assessment judgement. If tests are used, care is taken to ensure that pupils are prepared appropriately for the test, and any barriers to accessing these is removed.

Impact

- Pupils will enjoy reading across a range of genres.
- Pupils of all abilities will be able to succeed in all reading lessons.
- Pupils will use a range of strategies for decoding words, not solely relying on phonics.
- Pupils will have a good knowledge of a range of authors.
- Pupils will be ready to read in any subject in their forthcoming secondary education.
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The % of pupils working at ARE within each year group will be at least in line with or better than national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with or better than national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. boys/girls -disadvantaged vs non-disadvantaged).