



## Glen Hills Primary School

### English – Reading

## Statement of Intent

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#### Intent

At Glen Hills we believe that all pupils should 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 pupil's 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 in small group lessons, so that all children have access to teaching which provides an appropriate challenge in relation to age related expectations. Reading skills are taught in whole class lessons, to allow all children access to age related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for learners where necessary to enable all children to achieve at an age-related level where possible. Children working at a level of greater depth are also given opportunities to demonstrate further understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts.

##### Phonics: Early Years and Key Stage 1

Pupils are taught in groups, focusing 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 schemes and resources to support this. Planned additional intervention groups take place to support learners not working at the age related expected standard.

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 format as Year 2 to 6. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of these key skills and are retested in the Summer term in Year 2.

##### Whole Class Guided Reading Lessons

Reading lessons take place several times weekly in each year group. These short, 30 minute long, sessions focus on an excerpt from a high quality text, pitched towards the higher ability end of the class. This sharing of a short extract from high quality texts allows for teachers to model reading

skills that are often invisible skills employed by good readers, as well as exposing children to rich and varied texts, harnessing their imagination and promoting a love of books from different genres. Children are given the opportunity to develop their reading fluency and comprehension skills and all children are given an equal opportunity to succeed against age related expectations. Teachers and teaching assistants provide support through targeted conversations and modelling during these sessions in order to challenge all learners.

### Home Reading Scheme

We have a strong understanding of, and appreciation for, the importance of children reading at home and so we have a whole school home reading scheme called Reading Miles. Children read at home to progress along journeys across the world (and space) and mark their progress in their reading passports in school. Progression through their reading journeys results in travel tickets won and prizes received in school on a weekly basis in class and half termly basis in whole school assemblies. This scheme encourages all children and families to read at home and strengthens the links between home and school.

### Marking and Feedback

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

### Summative Assessment

Summative assessments will be entered onto O'Track termly. Teachers will use their professional judgment, with the aid of the statements set out in the Symphony On Track assessment booklets and standardised scores from termly PIRA tests, to determine whether a child is working towards the expected standard, at the expected standard or at a greater depth level. They will base their judgments for the most on the quality of the written outcome pupils give after structured teaching within the agreed reading skills.

Teachers will also complete reading assessments (e.g. past SATs papers, PIRA assessments) to provide another piece of evidence to support their assessment judgment.

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 homework
- The percentage of pupils working at EXS within each year group will be at least in line with national averages
- The percentage of pupils working at GDS within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. PPG vs Non PPG).