



Glen Hills Primary School

English – Reading

Statement of Intent

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 high quality texts.

Implementation

Classroom Organisation

Phonics is taught as a whole class in EYFS and Key Stage 1 with daily keep up sessions in the afternoons to ensure that children don't fall behind. 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

At Glen Hills, we use Little Wandle Letters and Sounds Revised, which is a DfE validated phonics programme. The programme is a systematic, synthetic approach to teaching phonics, with clear expectations that are laid out term by term from 4+ to Year 2. Integrated into the programme are high quality reading books published by Harper Collins that match to each grapheme that the children learn. This ensures that children apply their phonetic knowledge in context through writing and the use of high-quality reading texts. Embedded into the programme are 6-weekly assessment tasks, which allow teachers to identify any children that may need extra support.

Phonics is taught daily in 4+ and Year 1. Learning takes place as a whole class with keep up sessions taking place in the afternoons to ensure that no children fall behind.

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.

Reading Practice Sessions

In 4+ and Year 1, group reading practice sessions take place twice weekly for all children. During these sessions, the children read fully decodable Harper Collins books, matched closely to their phonics ability. Skills of fluency, prosody and comprehension are taught in these sessions by our highly trained staff.

Home Reading

We have a strong understanding of, and appreciation for, the importance of children reading at home. We actively encourage all children and their families to make reading a regular part of home life, recognising that this shared experience supports children's progress, deepens their love of books, and strengthens the important link between home and school.

Monitoring

Regular monitoring ensures that standards remain high in the teaching of reading. Examples of monitoring include learning walks, books scrutinies, governor visits and meetings, teacher records and peer monitoring across schools within our trust. Feedback given from any of these forms of monitoring is acted upon in a timely manner where required.

Marking and Feedback

Feedback should be given, where possible, within the lesson either verbally or written. All marking and feedback is given in line with our marking policy. One-to-one reading with a teacher or teaching assistant is carried out on a daily basis, with Infant classes hearing each child read at least once per week. Children recognised as needing more regular opportunities to read aloud are worked with one-to-one several times a week.

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 NTS tests, to determine whether a child is working towards the expected standard, at the expected standard or at a greater depth level. Teachers will base their judgments for the most part 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, NTS 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' reading skills will improve year on year in line with the Glen Hills Primary School progression map for reading
- 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).

