

Reading Vision Statement

At Alexandra Park, we provide our children with a high-quality reading education that enables them to be confident and ambitious readers with a passion for reading. We aim for our children to gain knowledge, understanding and curiosity through reading that remains with them for life. The curriculum is designed to develop phonological awareness, fluency through accuracy, phrasing, pace and smoothness, reading for meaning and a full range of comprehension skills and strategies. Children will be both inspired to read and inspired by reading and texts will be carefully chosen to match our school values, support other areas of the curriculum and to challenge the children's reading ability.

Care

A broad reading diet that develops every child's ability to care, empathise, respect and understand themselves, others and the world in which they live. They learn about how other people's lives differ from their own and build an understanding and tolerance of difference. They will learn about current issues and how to show care for people, animals and the world.

Aspire

A broad reading diet that provides a wide range of texts, carefully chosen to develop every child's sense of what is possible for them to achieve now and in their future lives. Through the texts chosen in reading lessons, for whole class texts and the library books on offer, children will be inspired by what they read. Reading will enable them to aspire to greatness in any area of interest.

Achieve

A broad reading diet that ensures all children's reading ability enables them to access skills and knowledge in all aspects of their lives. We want each child to have their own reading identity and crucially an attitude that allows them to achieve in all areas of life.

Intent

At Alexandra Park, we aim for all children to become equipped with the necessary skills and understanding to be confident, ambitious readers. Reading is a core subject and it is widely recognised that a successful reader is more likely to be a successful learner, not just in English but in subjects across the curriculum. For that reason, every effort is made to ensure that no child fails behind and all children achieve in reading.

Children will be taught the necessary problem-solving skills to decode and understand texts and through an exposure to a range of texts. They will become active readers who are not only able to read to learn but choose to read for pleasure.

Children will be taught the skills to enable them to accurately and smoothly decode texts. In order to understand what they have read, they will continually develop their vocabulary, be taught to link their reading to what they already know and be taught to use their verbal reasoning skills to make inferences. They will be taught to understand the concepts about print, have exposure to a range of genres and be taught language structures which further enable them to understand what they have read.

Implementation

At Alexandra Park, we have a reading curriculum design which covers reading as a whole. In terms of the simple view of reading (Gough and Turner, 1986), that is word recognition and language comprehension. Phonics is taught throughout EYFS and KS1 to enable children to confidently and accurately decode the words on the page. Language comprehension is continually developed through the sharing and discussion of texts, specific comprehension skills and through linking reading to what children already know. The curriculum is designed to build on previous learning in a clear, sequential manner and challenge children at all levels.

Reading is taught as a stand-alone, daily lesson to either the whole class or in small groups covering the National Curriculum objectives. Through continual assessment of comprehension, accuracy, fluency and pace, teachers adapt their teaching to the needs of the children.

On entry to school, children are taught the basic phonological code and introduced to the fact that reading is a problem-solving, message-getting activity. This is combined with building vocabulary, a sharing of high-quality texts and oral language. As children develop their phonological understanding, they continue to develop their comprehension as they read and listen to a range of texts. Children then transition from decoding to fluency, being taught the importance of phrasing, pace, expression and

smoothness. Throughout school, they are taught comprehension monitoring strategies to help them develop into active readers who comprehend what they read.

Reading from Year 3 to Year 6 is taught on a weekly cycle, covering a range of different aspects of a skilled reader. Links will be made to their prior knowledge to support their understanding of the text, new vocabulary will be introduced and language structures will be analysed.

Impact

What Ofsted said (2019) They clearly enjoy reading and talk enthusiastically about the books they read at home, in the library and at school. They rise to the challenge of reading a wide variety of books in a range of styles.

A reading curriculum learning day was held on 4th October 2021 alongside Tracey Higgins (school improvement advisor). This involved lesson observations in all year groups and a pupil voice. All lessons were following the teaching cycle expected and children reported positive views of reading. A follow-up to this is planned for 4th November 2021.

Subsequent monitoring of reading across the school by SLT and the reading lead has shown that the teaching of reading is in line with the high expectations of the school. As a staff, there is a desire to continually improve and this ongoing monitoring cycle ensures that small changes can be made to ensure the highest possible standards are maintained.

KS2 reading data

Year	EXS.	GDS.	%+- National average (GDS)
2019	70%	21%	-3% (-6%)
2020	88%	41%	
2021	78%	12%	
2022	86%	57%	+12% (+30%)

KS1 reading data

2019	80%	25%	+5% (0%)
2022	66%	6%	0% (-12%)

Phonics screening check scores

2019 - 90% (+8%)
2020 - 72% (-6%)
2021 - 94%
2022 - 86% (+11%)