

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, develop learning behaviours, support and link to other curriculum areas, develop an awareness and understanding of protected characteristics, British values 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 recognise that reading is a key life skill and that the ability to read brings life-long pleasure. The teaching of phonics and early reading throughout EYFS and Key Stage 1 is of the highest priority. Our vision is that children quickly become enthusiastic and motivated readers. They have the ability to recognise, blend and segment sounds, in order to read words, as well as reading sight words, in order to become confident, fluent readers, who show a good understanding of what they have read. Our children read a wide range of high-quality genres and texts, promoting a love of literature and an enjoyment of reading for pleasure and for information. We strive to teach children to read effectively and quickly, following the Read Write Inc programme. This includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. We passionately believe in teaching children to read and write independently, as quickly as possible. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. Therefore, rigorous assessment and monitoring ensures that no child falls behind and that struggling readers receive targeted support at the earliest opportunity.

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. Children are introduced to phonics on entry to the school. This marks the start to a structured and systematic approach to the teaching of phonics. Read Write Inc speed sound cards and rhymes are used to enable children to form a concrete image of how to write letters. During this phase the children are also introduced to reading and spelling common and tricky words.

In EYFS and KS1, we use the RWI core storybook programme and the children are taught in progress groups matched to their phonics level. 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.

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. Reading is taught as a standalone, 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.

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".

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 attainment

Year	EXS.	GDS.	%+- National average (GDS)
2020	88%	41%	
2021	78%	12%	
2022	86%	57%	+12% (+30%)
2023	93%	49%	+21% (+20%)

KS1 Reading attainment

2019	80%	25%	+5% (0%)
2022	66%	6%	0% (-12%)
2023	83%	21%	+15% (+2%)

Phonics Screening Check scores

2020 - 72% (-6%)
2021 - 94%
2022 - 86% (+11%)
2023 - 88% (+8%)