Alexandra Park Primary School

Care, Aspire, Achieve

Reading Report 2026-27

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, automaticity and prosody, reading for meaning, a full range of comprehension skills and strategies, language analysis whilst also embedding a reading for pleasure culture. Children will be both inspired to read and inspired by reading, and texts are carefully chosen to match our school values, support other areas of the curriculum and to challenge the children's reading ability.

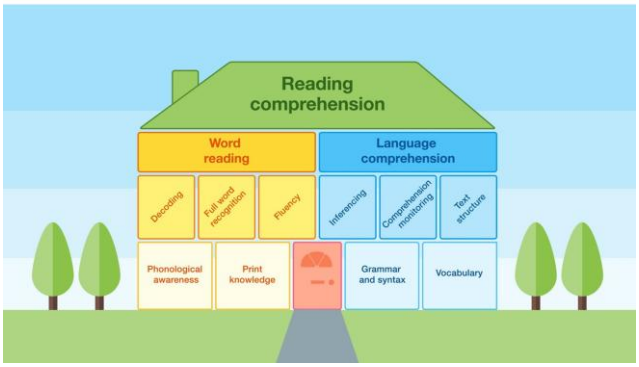
Fundamental Great British Values

At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Care, Aspire, Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance through the delivery of the curriculum and the reading material children are exposed to.

Planning

The teaching of reading across the school encompasses all the key aspects of a skilled reader in order to develop readers who comprehend, enjoy and learn from what they read. Planning is matched to the progression document which ensures coverage of all aspects of the National Curriculum. Reading is taught in a variety of ways, including whole class, small groups and 1:1. Through expert teacher modelling, guided and supported practise and opportunities for independent practise, all elements of reading as set out in the 'Reading House' are implemented with impact. Collaborative planning, evidence-informed professional development, monitoring and reflection points help to improve consistency and the highest standards for our reading curriculum offer.

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



Assessment

The assessment of reading is a continual process which takes into account a range of information in order to best support the children's development. Phonics assessments are used rigorously to identify gaps in knowledge and also inform future teaching. A fluency matrix is used in order to assess children's fluent reading and monitor progress. Alongside this, YARC and further fluency benchmark assessments are used as a tool for diagnosing specific reading barriers and helping to inform interventions and whole class pedagogy. Standardised written comprehension tests which cover all the National Curriculum content domains are used alongside listening to children read and talk about what they have read in order to assess their understanding of a text. Pupil voice and reading engagement questionnaires are used to monitor children's love of reading so that our approaches can be adapted accordingly. Analysis of all assessments help teachers and senior leaders make informed decisions about the curriculum and deployment of resources. Important information about reading engagement is also collected via our online digital

reading logs using Pageticker. This allows for teachers and senior leaders to spot trends, celebrate reading behaviours and identify where additional reading provision is required for key children.

Collecting Evidence

At Alexandra Park Primary School, we believe that all children should be provided with the equal opportunity to share their pupil voice. The process of collecting pupil voice is invaluable to the subject leader; it allows the subject leader to hear pupils' opinions, key interests and identify areas for development. Children also have opportunities to talk about reading in our 'Class Forums'. Furthermore, half-termly student council meetings offer the opportunity for children to have a voice and shape the direction of how reading can be enhanced across the school.

The reading subject lead is non-class based which allows more time for monitoring of reading lessons. They are able to support during the planning process, take part in lesson studies and model example lessons as well as monitor through informal drop-ins, formal lesson observations and planning scrutiny. Parents views on their child's reading are collected at parents evening in order to adapt the ways in which we can support parents.

Enrichment Opportunities

Children at our school enjoy reading and being given the opportunity to talk about books as Ofsted recognised in 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.' This has been built on further with the development of our KS2 library. This provides another space for children to enjoy reading and an opportunity to further children's knowledge of literature and how to choose appropriate books. Our school Reading Ambassadors provide additional support to children when choosing books, organising resources, recommending texts and ensuring we have the latest books available for children to read. Pageticker is also embedded into classroom sessions whereby teachers provide regular opportunities for children to share book reviews and suggestions.

Children have the opportunity to meet and talk to authors and illustrators as part of our Aspire programme. This not only helps develop their love of reading but also shows them what is possible for themselves in later life if their follow their passions. Weekly library visits help children retain autonomy over book choice to enjoy and share at home, which supplements their targeted reading books matched to their current reading ability.

Stay and read is a weekly event held for parents and carers to come into school and read to their children. This is a very well attended session every week and both children and parents really enjoy the chance to relax with a good book. Every term, children will take part in paired reading, where children from the juniors pair up with younger children to share a book with them in a safe and enjoyable environment. This is led by our 'Reading Ambassadors'. We also look for ways to engage with our local community – with recent visits to read with residents at our nearby care home.

Targets for 2026-27

- Enhance oracy skills within reading lessons so pupils can confidently articulate authors' language choices and meaning during 'close read' sessions.
- Monitor the implementation and impact of digital reading logs using a new programme, 'Pageticker'.
- Strengthen the links between explicit vocabulary instruction in reading and its application across the wider curriculum and opportunities for children to revisit vocabulary in a variety of scenarios.
- Ensure all children, including those with SEND, can access reading lessons through effective scaffolding and tailored support. This may include the use of additional resources, equipment, technology, personalised learning and pre-reading.
- Develop further links with reading in the community, including sustained library visits.