

Intent

At Chorlton Park Primary School...

- We put reading at the heart of the curriculum.
- We understand that reading is a fundamental life skill and it enables children to communicate effectively and equips them for the wider world.
- We encourage children to develop a love of reading: pupils have opportunities to read a variety of texts, including fiction, non fiction, poetry and are encouraged to find books that interest them and that they enjoy reading.
- Our vision and intent for reading is for all children to become fluent, resilient readers. Therefore, we offer the children a varied reading experience based on high quality texts, which include stories, information books, poems and playscripts. We ensure that children have opportunities to read independently, with their peers, with adults and also to have stories read to them.
- We provide opportunities for children to strengthen their comprehension skills. Students learn to ask questions, make connections, and use their background knowledge to understand what they read. They also learn strategies for summarising and explaining what they have read.

Implementation

- Children in EYFS are taught Phonics using the Little Wandle programme. This begins in Nursery and continues onto Year 1. The children all have a decoding, prosody and comprehension lesson on each book that they read linking to their phonics.
- Daily Guided reading sessions take place in KS1 and KS2 which incorporates the Wordaware approach to ensure learning of vocabulary.
- The lowest 20% of children read at least twice a week with teachers, TAs and reading volunteers.
- Children have constant access to appropriate reading books. EYFS and KS1 children read decodable books that are closely matched to their individual Phonic ability which is assessed half termly.
- Children who have a secure understanding in phonics then move onto the PM Benchmark assessment which tracks their reading level and comprehension. This enables children to be accurately matched onto a colour banded book.
- Children who have then reached Level 30 on the PM Benchmark reading assessment are then given banded books based on their fluency, comprehension and word recognition using the Pearson Bug Clubs Books available in all classrooms.
- Teachers read to their classes daily so that the children are exposed to and can begin to enjoy reading all sorts of stories, poetry and information books.
- Texts covering a range of genres are used as a hook/stimulus to support writing.
- All classrooms have attractive/accessible book corners where the children have access to a range of texts.
- Upper ks2 children are used as reading buddies to support reading progress for KS1/EYFS children.

Impact

Through pupil voice, it is clear that the children at Chorlton Park enjoy reading and having stories read to them. Typically, the children achieve results at the end of ks2 which are above the national average.

Through the approach of teaching consistent, systematic phoinics from EYFS, the majority of children begin life in KS2 being fluent readers. Any that have not achieved this by end of Year 2 will be targeted for intervention support.

2023 KS2 results show that 82% of the cohort reached ARE with 42% working at Greater depth.

Reading in Early Years

In the Early Years Foundation Stage,

- Children are taught how to read using a systematic synthetic phonics programme (Little Wandle) which begins in Nursery and continues through to Key Stage 1.
- Phonics is taught daily.
- Reading is an important aspect of our daily lessons as children enjoy listening to stories read to them by an adult and often retell stories that they have heard.
- Children are encouraged to engage with books and texts that they have read within the continuous provision area of the classroom.
- When accessing the Little Wandle Programme, children are assessed half termly and matched to a colour banded book.

Assessment in Reading

EYFS/KS1 Children are regularly assessed with links to their phonics.

KS2 Children are assessed via benchmarking and formal assessment is carried out using Rising stars resources. This checks understanding of comprehension.

Teacher assessments are constant and inform planning and teaching of reading

