



Reading at Ashton Gate Primary School

Intent

At Ashton Gate Primary School our English curriculum is taught collaboratively through the Centre for Literacy in Primary Education's (CLPE) Power of Reading Scheme. This scheme runs alongside the Little Wandle Phonics Scheme for early reading in EYFS and Key Stage 1.

In Reading it is our intention to create independent and ambitious readers, who through their time learning with us have acquired the skills needed to read with fluency and to confidently comprehend written material. We intend to encourage all pupils to read widely across both fiction and non-fiction, to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. We intend to foster an environment where all children feel that high quality literature is accessible to them; where they are inspired to read and enjoy books; where they understand the process that goes into creating the books they pick up; and to providing a reading curriculum which teaches them to become confident, independent readers who can explore non-fiction to find facts, have the skills to begin to comprehend the nuances of plot lines, characters and hidden meanings within poetry, who can make links between the literature they discover during their time at Ashton Gate and beyond. It is our intention to ensure that by the end of KS1 that all pupils are able to read with growing confidence and fluency in order that phonics and reading have a minimal impact on KS2 and we hope pupils will seek to build on these reading skills for the rest of their lives once they leave us.

Implementation

- Power of Reading texts will be used to plan all English lesson from Year 1 to 6. Books will represent diversity of gender and culture.
- Teachers will ensure children will be reading at the correct level, using banded books.
- Reading materials will be closely matched to learners phonics knowledge.
- Reading will be incorporated in all lessons across the curriculum.
- Phonics will be taught discretely in Reception and Year 1.
- Positive and inclusive attitudes to reading modelled by all staff.
- Develop active engagement with parents through reading records to monitor and encourage reading at home.
- Daily guided reading sessions in all Key Stage 1 classes. Explicit teaching of comprehension skills is done through these sessions to develop children's skills including inference and deduction and develop a greater vocabulary.
- Key Stage 2 classes do a written comprehension at least once a week, linked to class texts or topic.
During these sessions, children develop their skills of inference and deduction.

- Reading Progress monitoring sheets to be used in Key Stage 1 and lower Key Stage 2 (for children reading using Collins books linked to the Little Wandle Phonics progression).
- At the end of each year robust formative assessment models are applied in order to track attainment and progress including NFER tests, which are submitted to SLT and the reading leads.
- All classes have a high quality English display which reflects the book being explored, including children's work, key vocabulary and an idea of the sequence of planned work.
- All class rooms will have a high quality book corner which is welcoming, encouraging and engaging.

Impact

Pupils develop into confident and lifelong readers who read for pleasure. Children are aware of opportunities to pursue their passion further. Our assessment records demonstrate that the key stage targets have been achieved.