

# KS2-KS4 Reading



## How do we identify the starting points of our students?

- **Summative assessments** – Salford Sentence Reading Test, Bug Clug Phonics assessment, Reading NGRT's, CAT4, PTM, PTS Online Literacy Reading & Phonics and Salford reading.
- **Formative assessments** – Teachers complete regular assessments during lessons; mostly through questioning.



## What do we want pupils to learn?

- We promote **reading for pleasure**, which encourages 'a love of reading' and raises the profile of reading in a variety of different ways.
- We want all pupils to **encounter a variety of literature**. Children are exposed to texts aside from those used within lessons from BBC's Big Read (Secondary) or Pie Corbett's Reading Spine (Primary).
- **The ability to communicate with one another**. We want our pupils to be confident about talking, understanding and comprehending the information they are reading.

"The more you read the more things you learn. The more that you read the more places you'll go."  
- Dr. Seuss



## What should pupils be able to do at the end of this sequence/topic/key stage?

- **By the end of KS2** we hope all pupils are confident in segmenting and blending phonemes to decode words. In addition, building confidence in reading, as we know pupils who can read are more likely to achieve in school and have positive life outcomes.
- **In KS3 and KS4** to be or approaching their average age-appropriate reading level, SAS of 85 to 115 for their year group.



## What key threads flow through our curriculum?

- **KS2/ KS3 Phonics programme.** – Bug Club, Rapid and Rapid plus reading programme.
- **KS2 & KS3 English Pathways**, where students are exposed to a wide variety of texts/literature.
- **KS4 Pathways**, where students are exposed to a wider variety of texts/literature.



## How do we assess and track progress?

- **Summative Assessments** – Whole school testing is completed 3 times per school year (Primary to Year 10) and twice for Year 11's. Intervention assessments are completed every half term.
- **Formative Assessments** – End of term/topic assessments (in line with the chosen scheme of work), using the teaching and learning framework and regular question and answer monitoring.
- **Analysis of data** from KS2 SATS or assessment data from previous settings.

## How we uncover and respond to gaps in knowledge?

- **Summative assessments** completed by the literacy lead, HLTA, tutor team and level 7 assessor identify gaps to be addressed in either lessons or interventions.
- Plus making constant use of **informal assessment** to highlight and address individual gaps to inform future planning, pre-teaching or interventions.



## How do we adapt our content to help our students know more?

- We understand the importance of not just providing texts which child can decode but also allocating **age-appropriate books** as these support in a variety of ways. These include hooking pupils' interests, exposing children to a wider vocabulary and promoting a love of reading. This is made possible as the chosen reading scheme in Primary has a 'read to me' button.
- Pupils are **grouped in pathways** so that content can be adapted and pitched according to their level not age.

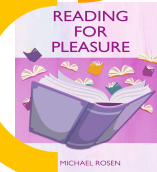


## How do we deepen knowledge?

- Bug Club Phonics is one of the Department for Education's validated **systematic synthetic phonics courses**. The systematic approach ensures pupils can build on their knowledge.
- Within the **teaching and learning framework**, putting high emphasis on recapping and consolidating.
- **Checking pupils understanding** in a variety of ways, such as engaging in retrieval practice, generating memory of the information and evaluating whether it is correct, secure, complete, linked to other areas.
- **Reading in all Subjects** – Pupils are encouraged to read throughout the school day.

## How do we promote reading?

- **Hive/Library** - children have access to a library in both Primary and Secondary.
- **Reading Aloud in all lessons** – pupils can access reward points for reading aloud in class.
- **Primary – Pie Corbett's reading spine**; each half term the class read a different book in line with the reading spine. Drop everything and read!
- **Secondary - BBC's Big Read** – Pupils access books during their weekly reading lesson.
- **English lessons** – covering a wide range of genres through literature, relating to different cultures, religions, socioeconomic class and many more.
- **Assemblies** – Where certificates, praise and rewards are given for students reading in their lessons.



## What we do to make sure students retain knowledge during this sequence?

- Our **teaching and learning framework** across all lessons is the root in the science to how pupils learn. Pupils:
- Complete retrospective **starters** to test their comprehension skills from literature there are studying.
- **Acquire** – where teachers can teach new reading skills through fluency.
- **Construct** – Pupils use what they have learnt to develop their reading skills.
- **Apply** – Pupils use the skills they have learning to become a fluent reader.