

## **Subject Leader Overview 2025-26** **(English – Reading KS1 and KS2)**

### **Intent**

At Stamford Park Primary School, we want all children to develop a life-long love of reading for pleasure, be able to read confidently and fluently, communicate, recall and apply their understanding of written text to reach their full potential. We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure in addition to building on the prior knowledge gained as they progress each year. We encourage our children to see themselves as readers for both pleasure and purpose, engaging with a range of different genres and media.

### **Implementation**

At Stamford Park Primary School, reading is taught sequentially across the whole school, from EYFS (please see EYFS / Phonics specific intent, implementation and impact) through to Year 6.

Through having a well-stocked variety of texts in both our libraries, all of our children are able to choose books they enjoy and can either: read independently or share together with an adult at home. Within the classrooms, the children have access to a class-library that offers a range of different genres for various interests. As a school, we ensure the children have as many opportunities to enrich their reading with a range of texts across the curriculum, including English written lessons, where the children also read a range of texts in order to analyse the structure and content, and cross-curricular non-core lessons. The children may use books or websites to enrich their understanding of a topic, exposing them to a wider range of non-fiction. During the day, class teachers spend time reading to the children books they have chosen to enjoy together or ones the staff believe will engage and continue to promote the love and interest in literature. As an inclusive school, teachers carefully adapt their teaching to support the needs of all learners in the classrooms, developing a personalised curriculum, should this be needed.

### **Guided Reading**

KS1:

- While on the Little Wandle programme, the children have guided reading sessions using the books linked to the current phonics sound they are learning; these books go home with them to allow them to show their progression and skills at home.
- Once the children have completed phase 5 set 4 of the Little Wandle texts (usually once in Year 2), the children move to grouped guided reading sessions based on the Oxford Reading Tree bands. Prior to commencing these, the children are benchmarked and subsequently placed on a book band accurate to their ability. During these, the children read aloud with a staff member, as well as being taught how to answer a range of different question types (these may include: retrieval, inference, ordering, vocabulary and true/false questions).

KS2:

- From Year 3 upwards, the children who are no longer on the coloured Oxford Reading Tree books are classes as 'free-readers' and subsequently progress to whole class guided reading sessions using selected extracts; these may be an hour a week or broken into shorter, more often sessions. We wish to expose the children to a range of genres therefore our extracts are selected from: classics, modern children's literature and non-fiction pieces,

focussing on a range of different question types (retrieval, inference, ordering, questions, vocabulary, author choice, comparing and contrasting, commenting, summary and prediction).

- Within KS2, children will be taught how to answer in more depth questions, which develop understanding of the written context, progressing in difficulty across the key stage, leading towards the end of KS2 SATs in Year 6.

#### **EAL / SEND / additional support:**

- If the children moving to Year 3 are yet to become 'free readers' and are working on the Oxford Reading Tree coloured books, they will continue with customised support until they are ready to progress to 'free reading'. When the teachers feel they are able to confidently access the whole class guided reading texts, they will do so.
- The reading ability of our EAL children is assessed upon arrival and they will begin the reading process at the appropriate point, irrelevant of which academic year they are in, further supporting our desire to equip them with the foundations to be able to enjoy reading and continue to progress.
- Children with SEN or needing additional support with reading will have extra tailored support depending on their needs.

#### **Impact**

##### **Assessment**

Assessment is used to monitor progress and to identify any child needing additional support, or challenge, as soon as they need it. Please see the specific phonics document to see how we measure impact there.

- ongoing, daily within class to identify children needing 'Keep-up' support/sessions when reading across the curriculum
- during the guided reading sessions, teacher will assess their fluency and understanding, filling gaps where required
- within all English lessons where reading and comprehension is a factor
- Our EAL and SEND children will regularly be being assessed to allow for staff to provide more of a personalised learning journey for their reading ability
- Subject leaders will do 'book looks' as well as dropping in to observe lessons
- benchmarked assessments when appropriate to support teacher judgement for the children who have completed Little Wandle, or our EAL children to support their initial learning
- Termly reading assessments from Y2-5
- Half termly for Y6 building up to their SATs in May
- Formal tracking through our half termly assessment reports on INSIGHT
- Observing and discussing progress from interventions for children in PP, SEND and lowest 20% groups
- National assessments: annual Year 6 SATs in May each