



**ignite**

**Name of Subject: Reading**

# Reading

## Overall Judgement

Judgement

Inadequate	Requires Improvement	good	outstanding
		✓	

## Headlines

### 5 Key Strengths

- SPHERIC is embedded across school ensuring targeted questioning across all reading domains in whole class reading/guided reading sessions. This exemplified by the high result in **KS2 reading at expected, which despite very high levels of EAL significantly surpassed national and was higher than Trafford.**
- Systematic approach to phonics across EYFS and KS1.
- Ongoing and constant investment in high quality, aspirational texts to excite and engage.
- Reading for Pleasure culture across school. (Daily story time and guided reading etc)
- Commitment to high profile events throughout the year which create a buzz about reading – Example: Take One Book, World Word Day, Book Fairs, Author visits etc.

### 3 Areas for Development

- To continue with the strong approach to phonics and early reading
- Reading areas in classrooms and outside reading opportunities to be developed and utilised.
- Assessment of reading  
**1:1 reading – parent volunteers**

**What is needed to move to outstanding**

Or

- There is a reading culture across the school from EYFS to Year 6 where all children enjoy reading and are excited about reading and reading projects.

The key reasons behind an outstanding judgement

- Teachers have a great subject knowledge and make engaging, exciting reading lessons.
- Children are equipped with the skills throughout their learning journey to tackle questions across all reading domains.
- Time and money has been investing in developing the curriculum and choosing texts that enhance each Ignite topic.
- Children read for meaning with increasing fluency, expression and enjoyment. They are given opportunities to demonstrate these skills during events like Eisteddfod, plays and performances, debates, class assemblies, whole school assemblies etc.
- There is a clear progression of reading skills as the children move through the school and the demand of the texts they are reading intensifies
- Children have reading opportunities across the curriculum.
- There is a commitment to story time sessions across school and the importance of this for our children.

Highlighted judgements taken from the document entitled The School Inspection Handbook 2019 by OfSTED

**Outstanding (1)**

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

**Good (2)  
Intent**

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

**Implementation**





- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.



Reading is prioritised to allow pupils to access the full curriculum offer.

- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

	<ul style="list-style-type: none"> <li>■ The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</li> <li>■ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>■ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</li> <li>■ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</li> <li>■ Pupils' work across the curriculum is of good quality.</li> <li>■ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</li> </ul>
	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ The quality of education provided by the school is not good.</li> </ul>
	<p><b>Inadequate (4)</b></p> <p>The quality of education is likely to be inadequate if any one of the following applies.</p> <ul style="list-style-type: none"> <li>■ The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.</li> <li>■ The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.</li> <li>■ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.</li> </ul> <p>Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)</p> <ul style="list-style-type: none"> <li>■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.</li> <li>■ Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.</li> <li>■ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.</li> </ul>

<b>Delivery</b>	
What resources to teachers use to aid their planning?	Learning Ladders for reading and comprehension skills National Curriculum Long Term Plan Documents which detail planned texts SPHERIC EPIC Twinkl Phonics Bug Club
How do teachers inform themselves about children's prior learning?	Transition meetings MAGS T&P Meetings Kings Road electronic phonics tracker Learning Ladders Formal reading assessments Reading records Guided reading groups
Do teachers know why they are teaching their topics?	Teachers have a clear understanding of the individual demands of the reading curriculum for each year group and have carefully selected whole class texts that will meet these needs. Books are closely linked to the new Ignite curriculum. These are recorded on the Long Term Plan document to ensure no repetition of texts. The learning ladders and 3I's also make this explicitly clear. Consideration of EAL and culture is in place when texts and themes are strategically chosen
What process has been used to put together the planning this subject	TWINKL phonics SSP was chosen due to its clear progression from Nursery to Year 2 (or further if necessary). SPHERIC (Summary(KS2), Sequencing (KS1), Predict, Hows and Whys, Explain, Retrieve, Infer, Compare) is the school's outstanding bespoke reading system which ensures all the domains are tackled and the skills are embedded and revisited. This system is now embedded across the school and children understand what each letter of the acronym stands for. This ensures children are equipped with the skills to read for meaning, knowledge, wisdom and so they can make connections. The following have also formed an integral part of the planning: <ul style="list-style-type: none"> <li>• Use of the National Curriculum</li> <li>• Whole school CPD</li> <li>• Learning Ladders</li> <li>• Regular strategy meetings about English</li> <li>• Excellence Committee project on feedback for GR led by RE.</li> </ul>
How has Kings Road's 'Cultural Capital' been considered	Reading and vocabulary is at the heart of our Ignite curriculum. Children have a broad and varied exposure to all different types of books. They read confidently and fluently for meaning, knowledge and for pleasure. "Teaching reading is moral duty... it is fundamental in modern society and shapes us as critical thinkers, learners and questioning citizens. Learning to read and reading to learn is the foundation for future educational success." Jane Considine. The following demonstrate how we celebrate Kings Road's Cultural Capital: <ul style="list-style-type: none"> <li>• 'Take one Book'</li> </ul>

	<ul style="list-style-type: none"> <li>• Author and Poet visits</li> <li>• Kings Road Sponsored Read</li> <li>• World Word Day</li> <li>• Reading Buddies</li> <li>• Drama and role play – plays and performances</li> <li>• Debates</li> <li>• High quality books – poetry, non-fiction and fiction</li> <li>• Kings Road Eisteddfod and other poetry recitals</li> <li>• 3 inviting and enticing libraries</li> </ul> <p>Kings Road has very carefully strategised the teaching and learning of reading in careful consideration of the needs and heritage of our pupils. This is constantly reviewed. For instance, we are developing an embedded school priority to further develop our cultural diversity. The school has many CC specific strategies, including Black History Month and Heritage Days.</p>
<p>What is learnt at the beginning of the children’s journey? (Foundation Stage) and why?</p> <p><b>Literacy</b> <b>Comprehension ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Communication and Language</b> <b>Listening, Attention and Understanding ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p>Children are exposed to a wide range of beautiful books from the onset which excites and ignites their imaginative play and interests. They learn how to hold a book, turn the pages and gain meaning, first from pictures and then from words. Their child interest led curriculum uses exciting fiction and non-fiction texts to explore their topics. Opportunities for role play and drama are carefully crafted into their continuous provision and Literacy adult led sessions. They learn stories with repeated patterns and are able to retell and recite stories with confidence and fluency.</p> <p>From their very first steps in nursery, they begin to develop their phonological awareness through Level 1 of Twinkl Phonics. This continues through Levels 2, 3, 4, 5 and 6 across the Reception year and KS1 to ensure children are taught to:</p> <ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> </ul> <p>Children take part in targeted, meaningful guided reading sessions in the Summer Term of Reception and beyond to ensure they aren’t simply just decoding words but actually gaining meaning and understanding.</p> <p>In 2022 over 80% of children attained the early learning goal for reading. This surpasses national and reflects great progress as the children enter FS at a significantly lower starting point.</p>
<p>How is the subject coverage progressive throughout the school?</p>	<p>Detailed learning ladders for each strand.</p> <p>Long Term Plans ensure children are exposed to a wide range of texts that get progressively more challenging. This also ensures there is no duplication or repetition.</p>
<p>What are the strengths of this subject?</p>	<p>There really is a love of literature across the school. Children are excited to read and get lost inside a book. Teachers share their love of reading and model and deliver exciting and challenging reading lessons as well as ring fencing a special time each day for their class reader. The focus on increasing the understanding of a wider vocabulary is making texts more accessible to our readers.</p> <p> SPHERIC is embedded across school ensuring targeted questioning across all reading domains in whole class reading/guided reading sessions. This exemplified by the high result in KS2 reading at expected, which despite very high levels of EAL significantly surpassed national and was higher than Trafford.</p> <p> Systematic approach to phonics across EYFS and KS1.</p> <p> Ongoing and constant investment in high quality, aspirational texts to excite and engage.</p> <p> Reading for Pleasure culture across school. (Daily story time and guided reading etc)</p>

	 Commitment to high profile events throughout the year which create a buzz about reading – Example: Take One Book, World Word Day, Book Fairs, Author visits etc.
What are the weaknesses of this subject and what is being done to address these?	 Higher standard reading was low in 2019 (2020 data would have been significantly better). The is a whole school priority and is on the Stretch and Challenge agenda (including the action plan). <b>Assessment of reading</b> <b>1:1 reading – parent volunteers</b>  <i>Planning of excellent reading lessons developing high quality questioning needs to be developed. Delivery of reading, whether whole class or small groups working from the same text, is inconsistent across the school and is currently the basis of an ongoing project.</i>
How is the subject used to develop reading?	N/A

<b>Progress</b>	
How are children that struggle or lack confidence supported?	<ul style="list-style-type: none"> <li>• Children are encouraged and supported in class via peer mentoring/talk partners/ small focus groups with teacher or TA, support during input</li> <li>• Specific interventions are planned across school, utilising the KR PPP.</li> <li>• T20 programme.</li> <li>• Beanstalks Volunteers work with children who lack self-esteem and build up their reading confidence through a range of reading activities. Their triumphs are celebrated in class.</li> <li>• Reading and phonics is referred to (where necessary) on provision maps</li> <li>• Specialist S&amp;L teacher who delivers intervention programmes to work on understanding of vocabulary and reading strategies.</li> <li>• T&amp;P meetings</li> <li>• Specific reading boosters</li> <li>• EAL provision</li> <li>• Y6 boosters</li> <li>• Tutoring Partnership</li> </ul>
How is this subject assessed and how are next steps identified?	<p>This has been an area for development.</p> <p>Reading is assessed generally via a combination of teacher judgements made during guided reading sessions and formal assessment at the end of each term. We now use Nfer Reading Assessments across school, except in Year 2 and 6 who use past SATS papers. Years 2 and 6 will continue to use SATS papers for assessment.</p> <p>In relation to Phonics, once level 6 has been completed, teacher assessment will decide if the child needs to be PM Benchmarked or will move onto Brown colour band.</p> <p>Next steps are identified via benchmarking, guided reading feedback and comprehension results</p>
What transition arrangements are in place to support teacher to teacher communication?	<ul style="list-style-type: none"> <li>• Data</li> <li>• Guided Reading Groups and information are passed to the next teacher</li> <li>• Benchmarking and book banding record sent to next teacher.</li> </ul>
How are end of term summative assessments used to aid future progress?	<ul style="list-style-type: none"> <li>• T&amp;P meetings</li> <li>• Next steps identified and highlighted in English books</li> </ul>

<b>Intervention</b>	
What is in place for pupil premium children?	<ul style="list-style-type: none"> <li>• Specific interventions are planned across school, utilising the KR PPP</li> <li>• Specifically monitored during T&amp;P meetings</li> </ul>
What is in place for SEN children?	<ul style="list-style-type: none"> <li>• Reading is referred to (where necessary) on provision maps</li> <li>• Specialist S&amp;L teacher who delivers intervention programmes.</li> <li>• Reading Eggs Programme</li> <li>• In class support/pre teaching</li> <li>• Read to an adult in school every day (parents/teacher/ta)</li> </ul>
What interventions are in place across the school?	<ul style="list-style-type: none"> <li>• Speedy Phonics intervention now up and running for lowest 20 percent in Year 2 and 3 – from September 2020 early intervention for Year 1, 2 and 3 following Covid loss of learning period.</li> <li>• Specialist S&amp;L teacher who delivers intervention programmes.</li> <li>• EAL interventions focusing on new vocabulary, decoding and comprehension skills.</li> <li>• Range of interventions tailored to pupils needs, e.g. phonics, word recognition, spelling</li> <li>• GAP programme</li> <li>• Beanstalks</li> <li>• Y6 booster support</li> <li>• Teachers and TAs show great commitment and offer a variety of before school clubs</li> <li>• PPP</li> </ul>

Who delivers the intervention?	<ul style="list-style-type: none"> <li>• EAL TA</li> <li>• Teacher</li> <li>• Class TA</li> <li>• Beanstalks volunteer</li> <li>• Y6 booster teacher</li> </ul>
What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	<ul style="list-style-type: none"> <li>• Progress tracked through T&amp;P meetings</li> <li>• PPP- progress recorded by TA.</li> <li>• MAGs</li> <li>• Through in school bespoke designed systems</li> </ul>
How are EAL pupils catered for?	<ul style="list-style-type: none"> <li>• Practical activities and classroom aids.</li> <li>• Spelling strategies.</li> <li>• Pre and post tutoring in relation to vocabulary, grammar and spelling</li> <li>• EAL TAs</li> <li>• Holistic, quality first teaching approaches</li> </ul>

### **Continuous Professional Development**

What CPD have leaders been given?	<ul style="list-style-type: none"> <li>• Primary Excellent English Teaching Programme – North West Learning Partnership</li> <li>• EY2P English Leadership Course</li> <li>• Hooked on Books online CPD Certificate (10 hours)</li> <li>• Hooked on Books with Jane Considine (One Day Course)</li> <li>• TTSA English Leaders Course</li> <li>• Lead helped school gain the Primary School Quality Mark</li> </ul>
What CPD is in place for all staff?	<ul style="list-style-type: none"> <li>• CPD is carried out through staff meetings and inset days.</li> <li>• Internal CPD is very strong – the school has 4 SLEs.</li> <li>• TA Training Tuesdays.</li> <li>• Outside speakers have delivered training (Maddy Barnes, Alan Peat).</li> </ul>
How are new staff supported?	<p>English handbook to be given to new starters showing and explaining our bespoke reading system. Reading lead meets new staff within their first two weeks in order to discuss processes and expectations New staff join HT and DHT on LWW</p>
How is teacher and teacher assistant subject knowledge supported?	<p>Any training materials and ideas are cascaded to all staff. Directed to online CPD. Staff are encouraged to go on learning walks to observe how others teach this subject.</p>

### **Workload and Well-being**

Do you feel supported by senior leaders?	<p>Yes I have regular meeting with members of SLT about initiatives and ideas and am supported whole heartedly in implementing new strategies. Day for a Day, headspace, a whole year of staff meetings dedicated to subject leadership, coach from leadership team appointed.</p>
Have you been given the tools to complete the role of subject leader?	<p>On the whole, yes. More funding is needed to pay for phonically decodable books in order to sort our reading scheme. Accelerated Reading cost and effectiveness to be investigated. <i>Reading CPD has been booked for September to focus on delivery on guided reading. Staff to trial the book talk (3 reasons to read) and demonstration reading.</i></p>
How do you support the teachers?	<p>The English team are approachable and support teachers if any way possible. Staff are directed to useful websites, training and documents to aid their planning and teaching. Teachers are made aware of online CPD courses and online resources. Staff meetings and insets.</p>

### **Monitoring**

If a lesson was to be observed what would be seen?	<ul style="list-style-type: none"> <li>• Fluent, enthusiastic readers</li> <li>• Teachers as Readers</li> <li>• Every child actively engaged and able to explain what their reasons to read are.</li> <li>• High quality questioning through SPHERIC</li> <li>• High quality vocabulary discussions.</li> <li>• Grammar taught in context.</li> <li>• Children equipped with skills to be independent learners, using reading strategies previously taught.</li> <li>• Book Talk actively encouraged.</li> <li>• New concept taught, rehearsed or applied, prior knowledge secure.</li> <li>• Open ended questioning to encourage independent thinking skills.</li> <li>• Opportunity for challenge.</li> <li>• Misconceptions identified and addressed.</li> <li>• Real time feedback.</li> </ul>
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	<p>The lesson must show progression of skills and focus on the domains from the SPHERIC model.</p>
What would a teaching assistant be expected to be doing during a lesson?	<p>The TA is instrumental in ensuring that targeted groups/children are supported and challenged. May do vocab work, pre learning/pre read, question prompting and encouraging children to be independent learners.</p>

Will the teacher's questioning encourage learning and enquiry?	High quality questioning is fundamental in ensuring understanding of the key ideas and in order to make comparisons, connections and to explain and summarise. The questioning will guide the direction of the learning. Staff have access to tools that broaden the range of questioning
Are the children learning new knowledge/skills? How do you know?	The children are learning and building on prior knowledge constantly. This is demonstrated in their reading fluency, their comprehension and their ability to engage in meaningful book talk where they are able to explain and use evidence.

<b><u>Any other factors</u></b>
<p><i>Teachers as readers</i>  <i>Reading Leaders</i>  <i>Reading journey across school</i>  <i>EYFS/KS1/KS2 Libraries developed. Next: Reading Nook development.</i>  <i>KR Sponsored Read money - children to have a say in how it is spent</i></p>

***Excellence without compromise***