



<p>What will you see in reading lessons?</p> <p>Pupils will work with a range of texts to develop their skills in decoding, fluency, accuracy and speed. These texts will cover a broad variety of topics and genres.</p> <p>Teachers will explicitly teach the skills and knowledge necessary for comprehension, this includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge and awareness of context and ideas within the text.</p> <p>In reading lessons, pupils will be seen working with their peers in pairs and small groups exploring texts to build confidence before using new reading skills independently.</p>	<p>Primary READING</p>	<p>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</p>
<p>What formative / summative assessment will you see in reading?</p> <p>Reading is formatively assessed in all lessons through questioning and book talk. Teachers have regular in-depth conversations with pupils about the texts they are reading and discuss possible interpretations of the text as well as their opinions on the content and what it means to them.</p> <p>Summative assessment of reading is done through comprehension reading papers in all year groups in KS1 and KS2, at given assessment points. When these are reviewed, any pupils who are working below age-related expectations are given support through various intervention groups we have available, including accelerated reading.</p>	<p>What will you see in pupils' reading books?</p> <p>Evidence of pupils' reading and comprehension skills will be seen in their English class books. As part of the Read to Write programme, pupils will explore a new vehicle text every half term. Examples of new vocabulary, different genres, and different purposes and audiences for each text can be seen at the start of each new topic.</p> <p>As well as this, pupils will work through a range of reading activities, which will be seen in their Steps to Read materials and use new skills to find meaning, make inferences, summarise, question and clarify.</p> <p>All pupils have access to age-appropriate and levelled reading books which they take home weekly to read with parents or guardians. In KS1, these books are banded to correlate with their phonics level. In early KS2, most pupils will begin on colour-banded reading books which are monitored by class teachers before moving on to free reading books which they can pick with the help of teaching staff from the school library.</p>	<p>Reading materials at Liverpool College are selected to incorporate a wide variety of topics and provide opportunities for pupils to gain a broader understanding of the world around them.</p> <p>Reading is built into all areas of the curriculum, but importantly it also branches out to all parts of the school. Pupils have access to the outdoor library during break times and designated, themed reading areas in their classrooms - these provide recommendations and reviews which are updated throughout the year to help them pick new books.</p> <p>Pupils will also celebrate and be inspired by author talks, English Champions, workshops, World Book Day, school book fairs and various other events throughout the year. Our pupils will also have access to numerous reading-related clubs run at different points in the year as part of our activity sessions.</p>
	<p>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</p> <p>Skilled reading requires accurate, speedy word reading and good language comprehension. Urgency is necessary to ensure that pupils learn to decode accurately and with automaticity at the start of primary school. This also allows pupils to form positive attitudes to reading.</p> <p>Due to this, we have built Steps to Read lessons into our curriculum to provide more opportunities for pupils to gain fluency. As well as this, the Storybook sessions have been relaunched as part of the Read Write Inc. phonics scheme.</p>	<p>Data from the last twelve months reveals particular strengths in:</p> <p>In Year 6, 29% of pupils reached greater depth in reading by the end of key stage 2. In KS2, boys achieved well in reading (Boys 80%, Girls 71%).</p> <p>Data from the last twelve months reveals a current focus must be on:</p> <p>Although above the national average, end-of-key stage 2 reading is currently at 76% which is something we would like to improve for this year. In KS1, there is a gap between boys' and girls' reading attainment (Boys 76%, Girls 90%).</p>