Alexandra Primary School
Aspire, Perform, Succeed

Alexandra Primary School
Reading Framework for Teachers

Embed Excellence. Empower Learners. Children First.

This document brings together all elements of reading development at Alexandra Primary School into one coherent, shared framework. It includes, the curriculum, pedagogy, strategy, intervention, external partnerships and reading culture. It is designed to support teachers, teaching assistants and leaders to understand **how reading is taught, practised, supported and celebrated in a coherent, consistent, evidence informed approach** across the school, from Nursery to Year 6. It also reflects the school's published reading intentions on the APS website.

The APS approach reflects the school's commitment to equity, inclusion and evidence-informed practice, ensuring that **every child becomes a confident, fluent and motivated reader**. APS uses a high quality texts to support the school curriculum.

1. Our Reading Vision

At APS, reading sits at the heart of the curriculum and is the key to learning. It is a complex, multi skill task that unlocks access to learning in every subject, supports wellbeing and broadens children's horizons. Reading can overcome barriers, inequalities and provides a window through which children can experience different views but can also provide a mirror to reflect their own lives and experiences.

The expectation is that all children experience one to one reading weekly with an adult. Extra opportunities are provided for the lowest 20% and those who are not regularly reading at home.

School strives to develop the following interlocking strategies:

- **Fluent and confident decoders – learning to read,** phonics, decoding and fluency
- **Strategic, thoughtful comprehenders – reading to learn,** comprehension, reading strategies and knowledge
- **Engaged, motivated readers for life – reading for pleasure,** choice, motivation, reading culture

Reading is a tool for thinking, questioning and understanding the world, a source of pleasure, comfort and identity.

The APS reading culture helps children *read widely and deeply*, reflecting their identities and broadening their worldview. The APS framework includes:

- systematic phonics
- explicit reading comprehension strategies
- fluency development
- evidence-informed interventions
- reading for pleasure pedagogy
- community and family engagement through "Get Hounslow Reading"

2. Learning to Read: Early Reading and Phonics (Letters and Sounds)

Our programme

APS uses a **systematic, synthetic phonics approach based on Letters and Sounds** as the foundation of early reading instruction. Taught daily and consistently from Nursery to Year 2 and beyond where needed. All teachers and support staff are trained in delivery, with refresher training offered as necessary.

Key features:

- Pupils are taught daily discrete letter–sound correspondences, blending and segmenting in a structured progression.
- Nursery focuses on Phase 1 listening and oral language experiences.
- Reception and Year 1 move through the phases of Letters and Sounds with precision teaching and matched decodable books.
- Precision teaching and intervention for children at risk of falling behind
- Fully decodable books matched to taught GPCs
- Regular assessment informs grouping, planning and intervention.
- Strong parental engagement and shared language

What this looks like in practice

- **Nursery:** Phase 1 focus, language-rich environment, small-group targeted support
- **Reception:** Phase 2–4, whole-class teaching with daily keep-up for lowest 20%
- **Year 1:** Phase 4–5, fluency and application, preparation for PSC
- **Year 2+:** Continued phonics intervention where needed, transition to fluency and comprehension

Children move on from decodable books when they can read with **90% accuracy in school and 95% at home** without overt sounding out.

Across the school, children read aloud one-to-one with an adult each week. In Reception and Year 1, these sessions focus on developing decoding, fluency and comprehension skills. Reading books are then taken home to further build confidence and fluency.

Additional reading opportunities are provided for the lowest 20% of readers and for children who are not regularly reading with an adult at home. Pupils identified within the lowest 20% are closely monitored and complete diagnostic reading assessments to inform targeted intervention and track rates of progress.

3. Reading to Learn: The 8 APS Reading Strategies (Whole-School Approach)

Across KS1 and KS2, all reading lessons, shared reading and curriculum reading are underpinned by the **8 APS Reading Strategies** taught explicitly. These give children a common language for thinking about texts, solving comprehension challenges to becoming active readers.

The 8 strategies

1. **Make connections** (text to self, text to text, text to world)
2. **Predict** using evidence and knowledge

3. **Visualise** characters, settings and events
4. **Identify important words and phrases** (VIP words)
5. **Notice a breakdown** in understanding
6. **Repair the breakdown** using strategies
7. **Infer** using clues + knowledge
8. **Put it all together** (summarise, synthesise, gist)

The school uses scheme books to support strategy teaching, including Oxford Reading Tree, Rigby Star, Project X and Collins Big Cat, ensuring progression and text breadth.

Expectations

- Strategies are explicitly modelled by teachers
- Strategy language is used consistently across phases
- Questions, tasks and discussion align with the strategy focus
- Children are taught to choose strategies independently

4. The EEF Reading House: Evidence Informed Practice

The APS reading approach is aligned to the **Education Endowment Foundation's Reading House**, ensuring balance and coherence:

- **Foundations:** phonics, language, decoding
- **Fluency:** accuracy, automaticity, prosody
- **Comprehension:** strategies, inference, vocabulary, knowledge
- **Motivation:** reading for pleasure, choice, culture

All reading provision at APS can be mapped to this model, ensuring no element is isolated or over emphasised. This model helps teachers plan sequences that integrate decoding, strategy use and meaning making. It also supports leaders to evaluate consistency and impact.

5. APS Reading support to develop fluency, practice and intervention

To ensure reading success for all pupils, APS uses quality first teaching, carefully selected reading books at the correct GPC level, alongside targeted programmes such as:

Bug Club

- reading practice matched to instructional level.

Lexia

- targeted support for word recognition, fluency and comprehension
- Used for targeted intervention and catch-up
- Progress monitored regularly

Reading Plus

- Develops fluency, stamina and comprehension practice
- Supports pupils transitioning to secondary-level reading demands
- Embedded as part of intervention and class provision

PiXL

- Supplementary supported practice, targeted, group or whole class

These programmes **supplement, not replace, teaching**, and are always linked back to classroom practice.

6. Reading for Pleasure and School Culture

APS is committed to developing a vibrant Reading for Pleasure culture, where children choose to read, have books read aloud to them, talk about reading and build habits that last a lifetime and take home a book to share with their family.

The Reading for Pleasure approach is informed by the **OU / UKLA Reading for Pleasure pedagogy research and Quality Mark**, and includes:

- daily opportunities to read independently and freely
- Time to read aloud texts of choice and to listen to stories.
- Structured opportunities for book talk, author talk, recommendations and peer suggestions.
- Rich, diverse texts that reflect children's identities and cultures.

RfP pedagogy at APS supports:

- Free, recreational, volitional and independent reading
- Enhanced vocabulary and background knowledge
- Wellbeing, resilience and lifelong reading habits
- A community of readers who enjoy and value reading beyond school, book talk and recommendations
- diverse, inclusive and high-quality texts
- reading aloud as a teaching tool
- pupil voice and choice
- reading role models (staff, peers, community)

Reading for pleasure is **everyone's responsibility** and is built into the rhythm of the school day.

7. Get Hounslow Reading and Community Engagement

APS has been actively involved with Get Hounslow Reading (GHR) — a three-year borough-wide project to enhance reading practice, knowledge of children's literature and teacher expertise.

Key outcomes of APS participation:

- Development of teacher knowledge in RfP pedagogy
- Stronger focus on diversity and representation in book stocks
- Teachers and children seen as readers, together

- Training of Reading for Pleasure Ambassadors and Contingent Talk Ambassadors who actively promote reading across the school and community
- Recognition through the OU/UKLA Reading for Pleasure Quality Mark (Gold), linked to the school's practice and reflective evaluation.
- parental workshops and guidance
- shared reading strategies and language
- home–school reading routines
- access to books and libraries
- community reading events

APS continues to embed learning from GHR and to share practice across phases, with parents and partner schools. APS is proud to be part of **Get Hounslow Reading**, strengthening reading beyond the classroom. School works in partnership with families to build confident readers.

8. Assessment, Monitoring and Expectations

Teachers regularly assess and monitor:

- Phonics accuracy and progression
- Fluency benchmarks
- Comprehension strategy application
- Reading engagement and self-selected texts

Reading records, platform data (Lexia / Reading Plus /Bug Club) and informal classroom observation form an evidence base for:

- Planning
- Intervention decisions
- Reporting to families
- Leadership evaluation
- Phonics tracked half-termly in EYFS / KS1
- Mock PSCs and gap analysis in Year 1
- Fluency and comprehension monitored across KS2
- Reading records used to inform teaching and dialogue
- Leaders monitor consistency, quality and impact

Teachers are expected to know:

- how well children decode
- how well they understand
- how much they enjoy reading

9. Putting It All Together: The APS Reading Model

At APS, reading is not a single lesson or programme. It is a comprehensive ecosystem where:

- Strong instruction builds decoding and strategy skills

- Purposeful practice builds fluency and confidence
- Rich reading lives are cultivated through choice and pleasure
- School, home and community work in partnership to support lifelong readers

When these strands work together, supported by evidence, culture and community, APS children are prepared to thrive as readers and learners in an increasingly complex world.
APS ensures reading is

- taught explicitly,
- practised daily
- supported strategically
- celebrated joyfully

When all elements work together, children leave APS as **fluent, thoughtful, confident and motivated readers**, ready for the next stage of learning and life.

"Reading is the gateway skill that makes all other learning possible."

Related documents include the following, found on the school website at https://www.alexandra.hounslow.sch.uk/index.php/learning-reading:

APS 8 Reading strategies

Reading at Home

Get Hounslow Reading

Reading at APS

Phonic Expectations

Decodable Reading Book Overview

Reading Expectations

Early Years Reading Strategies

KS1 Reading Strategies

Reading Knowledge & Skills

Bug Club Book Index

The Reading Diet

Reading Curriculum Coverage