**Weald CPS: Assessment in Reading**

**Overview**

* Reading is prioritised to allow pupils to access the full curriculum.
* Our purpose at Weald CPS is to ensure all pupils are fluent, engaged and strategic readers, sharing a passion for books and stories.
* We want our children to read accurately, pleasurably and skillfully so that they are able to access the curriculum, having successfully made the transition from learning to read to reading to learn.
* We recognise the pivotal role a systematic, synthetic phonics programme plays in a child’s initial steps to becoming a reader, as well as the importance of reading fluency.

**Statutory Assessment in Primary Reading**

The main purpose of statutory assessment is to ascertain what pupils have achieved in relation to the attainment targets outlines in the national curriculum (2014) in English reading. The following are national, statutory assessments of reading:

* National phonics screening (Y1)
* Key Stage Two reading assessment (Y6 – national test)

**Purpose of assessment**

The purpose of our assessment policy is to help identify and implement early interventions, measure the impact of our learning and teaching provision and support our curriculum aims and its delivery.

**Formative Assessments**

* 1:1 reading
* Comments in contact books
* RWI phonics in EYFS and KS1
* RWI interventions in KS2
* Whole class reading discussions and responses (open tasks) which include:
  + Deepening questioning
  + Talk partners
  + Knowledge harvests
  + Concept maps
  + Working walls
  + Deepening tasks (e.g. connect four, three heads)
  + Making links
  + Fluent in Five whole class reading discussions and responses
  + Class reading scrap book and discussions

**Benefits of formative practice**

* Pupils’ active involvement in the learning process and opportunities to learn and respond to a range of responses.
* Improved awareness of pupil performance and progress
* Increased reflection and a chance to correct previous inaccuracies and respond to/ reflect on the ideas of others.
* Pupils more likely to seek assistance.
* Better prepared for high stakes tasks
* Supports the drive to foster a ‘love for reading’ through interactive and oracy based activities

**Summative Assessments**

* PIRA tests termly (Aut, Spr & Sum) provide comprehension analysis and reading ages
* Comprehension exercises
* Phonics screening
* Yr2 & Yr6 reading SATs
* Fluency tracker assessments termly

**Assessment via pupil voice**

* What are you reading at the moment?
* Do you enjoy reading?
* What is your favorite book?
* How often do you read in class?
* How often does an adult in school hear you read?
* How often does an adult at home hear you read?

Deepening questions are then required to learn whether pupils are understanding and utilizing the skills of a reader, as well as enjoying it.

* What different genres of text do you/ have you read?
* When do you get a chance to read at home/ in school?
* What makes a good reader?
* How do you know if you are reading ‘well’?
* How is reading ‘taught’ at Weald CPS?
* Why is reading important?
* What helps you with reading? How do you get help? How do you improve?
* How could we improve reading in our school?

**Character Education**

* Weald CPS’ characterqualities which will engender high quality History enquiry are:

**Curiosity; Respect; Enthusiasm; Social Intelligence; Teamwork; Resourcefulness; Empathy and Responsibility.**