

Trannack Primary School

Seven Aspects of Reading



How do we prioritise reading?

- Each of our classrooms has a reading corner where pupils can sit comfortably during the day to read a book. Books are rotated regularly by staff to match the class topic and pupils' interests. The area is resourced with comics, magazines and newspapers to extend reading for pleasure and in the EYFS/ Yr 1 class and Yr 2/3 class teddies and puppets are used to encourage reading aloud and re-telling stories.
- Each classroom has a selection of books as a mini library with a selection of fiction, non-fiction and poetry.
- We endeavour to use books and high quality texts to enrich the learning and provide access to a range of genre.
- To encourage reading at home we reward pupils with reading karate bands. We also use this to monitor pupils not reading at home so we can provide extra provision in school.
- Reading is celebrated in our school celebration assembly each week, with pupils being awarded reading karate coloured bands for reading at home. We also hold reading events throughout the year such as Extreme Reading and World Book Day.
- Guided reading sessions take place in each class every week to ensure that every pupil is in a group reading session at least once a week. These sessions are 20-30 minutes long. Pupils also complete reading activities such as reading comprehension when other pupils are completing their guided reading. In EYFS and KS1 pupils are heard individually to read at least once a week. KS2 pupils who are not reading frequently at home are also heard individually to read at school.
- Read Write Inc (RWI) is followed at EYFS and KS1. Yr 2 pupils who have progressed onto phase 6 phonics continue to learn to read and spell words through RWI spelling books. Phonics is taught in four 30 minute sessions per week with spellings on a Friday.
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. Once they have developed their phonics and decoding skills they are then moved on to texts that match their phonic ability and are fully decodable.
- Pupils who are learning phonics in EYFS and KS1 take home three books: a RWI reading book as a decodable book; an Oxford Reading Tree book as a book to read and share with an adult; and a library book as a book to be read to for pleasure. Once children reach the end of RWI blue books they will move to two books a banded book and a library book.
- Pupils on the reading scheme and those who have progressed to 'Free' reading continue to be given support in what books to choose as their individual reading book.

- Pupils have access to our library and are encouraged to take library books home, in addition to their regular reading books. In EYFS and KS1 pupils take a library book home as a book to share for pleasure as part of their reading books.

How do we promote a love of reading?

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers read class stories to promote a love and enjoyment of stories, immersing them in the world of imagination.
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- Guided reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- Pupils are encouraged to access the library and change books on a regular basis. This is in addition to their reading book from our reading scheme.
- We encourage pupils in each class to share their love of reading eg by inviting them to recommend great reads to their peers; attend book swaps and making bookmarks for the books they have read.
- For World Book Day we invite parents to come in and read to the pupils, and staff share their favourite books.

How do we make sure pupils make progress?

- Phonics is taught following the RWI progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of teach, practise, revise, review and apply. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention.
- Each class has four dedicated 20-30 minute guided reading sessions per week. Each pupil has at least one guided reading session per week. The sessions are well-structured and provide opportunity for pupils to read independently, as part of a group which is adult led and to develop comprehension skills.
- The school supports pupils to be expert readers by developing the key skills of clarifying, questioning, explaining, retrieval, summarising and predicting.
 - Clarifying: understanding and explaining what we have read including new vocabulary
 - Questioning: ensuring we understand and checking others do too.
 - Explaining: developing an understanding of inference and deduction
 - Retrieval: using and finding evidence in the text.
 - Summarising and sequencing: identifying the main points of the text by recapping prior reading, scanning and using key words.
 - Predicting: Using the knowledge of what we have read to make predictions about forthcoming events or actions in a story
- There is a clear progression of reading skills from Reception to Year 6 against which pupils' progress is measured and gaps are noted and acted on.

- Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group. Targeted intervention follows the 'Reading Recovery' programme or RWI scheme and staff implementing this are fully trained by teaching staff.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school. Class teachers ensure volunteers, who come into school to hear readers, are trained to support reading appropriately.
- Staff have pupil progress meetings and the Reading Lead completes pupil conferencing in reading.
- We assist parents with supporting reading by providing parents meetings, reading information meetings, information on the website and letters home.

How do we match the pupils' reading books to their phonic ability?

- Pupils are assessed daily in phonics as well as half termly using the RWI assessments. Assessment then informs which books match to the pupil's phonic ability.
- Staff in EYFS and KS1 are responsible for changing and or checking the pupil's reading books. Pupils who are learning phonics in EYFS and KS1 take home three books: a RWI reading book as a decodable book; an Oxford Reading Tree book as a book to read and share with an adult; and a library book as a book to be read to for pleasure. Once children reach the end of RWI blue books they will move to two books a banded book and a library book.
- We use the Oxford Reading Tree throughout the school as a reading scheme. We monitor progress in reading and then match their ability to the stage of reading on the scheme. This is done through notes from guided reading and from teachers hearing pupils read individually. Staff monitor and check that these books are changed regularly. Staff will move them onto the next stage when they are confident they have mastered the skills of the stage. When pupils are confident readers in KS2 they become 'Free' readers.
- Pupils in EYFS and KS1 have their books changed when they have demonstrated reading for fluency. (Books should be read at least three times.)
- Staff monitor the books chosen by 'free readers' to check the books are suitably challenging for them.
- Guided reading books are also selected carefully to challenge the reading of different groups of pupils in school.

How do we teach phonics from the start?

Phonics teaching begins with our youngest pupils from the time they join us in Little Learners. Phase 1 is promoted and embedded within the curriculum, exposing pupils to sound rich activities which provide the foundations for reading and writing. We complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.

Pupils begin learning letter sounds on entry to Reception. Following the RWI system pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

First, pupils will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters digraphs: sh th ch qu ng nk ck
- Words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash.

Second, we will learn to read:

- Set 2 Speed Sounds: ay ee igh ow oo ar or air ir ou oy
- Words containing these sounds.

Third, we will learn to read:

- Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure as well as the sounds ue, au, wh, ph, oe, ie
- Words containing these sounds.

From set 2 pupils will learn 2 or 3 new sounds per week.

To support the learning in school, pupils take home phonics sheets that match the sounds they have learnt each week. They also take home their phonically decodable reading book to reinforce the sounds taught and the red words (common exception words).

- Phonics is discussed with parents in the Transition to School meeting and parents are given resources to support phonics at home.
- When Reception pupils have started school another meeting on supporting phonics is provided for parents.

How do we support pupils to catch up?

- Summative data is submitted once a term and pupil progress analysis is taken from this. Pupils identified by class teachers and in pupil progress meetings as not making progress have interventions planned for them and teaching staff are aware of who is a priority for intervention/support.
- Formative data informs day-to-day planning and teachers adapt and change this according to the pupil needs.
- Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven.
- Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.

How do we train staff to be reading experts?

- Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. This may be a specific focus on the SDP or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.
- Subject leads for writing and reading attend the MAT network meetings and cascade relevant information back to the school.
- The Headteacher, School Improvement Partner and subject leads monitor guided reading sessions and conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school.
- Subject lead has led in-house training for the Reciprocal Reading strategy used in school.
- The reading lead monitors reading and offers guidance to staff with follow up actions.