



## APPENDIX 1

### **An overview of reading provision at Birkwood Primary School**

Birkwood Primary School recognises that reading is the key to success! Reading skills development start as soon as children enter our Foundation Stage Unit in the Nursery and continue throughout school, appropriate to the age, ability and needs of the child. All staff and governors consider the teaching of reading to be a priority and continually strive to improve and develop our practice to ensure that the children are 'the best that they can be.'

#### **Foundation Stage:**

The curriculum in the Foundation Stage offers many opportunities to develop the skills required for reading. Speaking and listening are two of the first skills to be focused upon; these are developed through listening to stories, shared reading, role play, opportunities for talk through continuous provision and Phase 1 of letters and sounds.

To try and develop parental awareness of our approach to reading, we offer a weekly Literacy Workshop where parents are offered the chance to come into school and work with their child on an individual basis. The workshop currently runs for the Spring Term.

#### **Shared Reading provision**

Shared reading takes place on a daily basis. Children listen to and join in with stories, rhymes and poems and gather information by sharing of non-fiction books and reading information on the computer.

#### **Guided Reading provision**

When children are ready additional activities are developed. Children receive weekly guided reading sessions and Phonics is taught on a daily basis through "The Letters and Sounds" programme alongside "Jolly Phonics" which provides children with a variety of ways of learning. Children are grouped by ability for this session across EYFS.

#### **Independent Reading provision**

When children can orally blend and segment and know a majority of their letter sounds (the end of phase 2) they progress to an individual reading book which is taken home on a daily basis. This book is changed usually twice a week and the children read from it individually three times a week.

Children have the opportunity to read individually on a daily basis during group times, focused activities and continuous provision.

#### **Year 1:**

Building on the Foundation Stage provision, there is a reading area in Year 1, where children have the opportunity to read and act out stories, using the costumes and items provided linked to the topic or theme.

#### **Letters and sounds**

Phonics work is undertaken daily, the main focus is applying phonic knowledge to reading and writing.

#### **Shared Reading provision**

During Literacy, big books and stories are shared and discussed. Reading focused tasks are completed at least once a week, appropriate to the ability of the child. Stories are shared at home time at least twice a week.

### **Guided Reading provision**

Guided reading is differentiated and undertaken on Tuesday, Thursday and Friday mornings. Each group is heard once a week apart from the lowest group who are heard twice. Whilst the teacher and TA work with a group, the other children read their books independently and this is recorded in their jotters.

### **Independent Reading provision**

Home readers/ individual reading books are changed once a week. The children are listened to weekly and their understanding is checked. They are also tested on the high frequency words. The less able children are listened to more frequently.

### **Year 2:**

There is a reading corner with big books and different genres of books which the children have access to when tasks are finished and during any Golden time.

### **Letters and Sounds**

There are 2 main groups and sometimes 3 as the year progresses, ranging from phase 2 to phase 3, these occur generally on a daily basis.

### **Shared Reading provision**

Children have lots of opportunities to read daily, as small groups/pairs and whole class throughout most areas of the curriculum. The Class Teacher models and demonstrates reading of different genres throughout the school year. Short stories or a class reader are regularly shared.

### **Guided Reading provision**

There are daily guided reading sessions, the focus is governed by children's needs and highlighted on the group's 'Reading Assessment Tracker'. TA and Class Teacher work with groups twice a week. When the group is not adult supported the children read silently and then write about their favourite part of the book. When groups are ready, they are encouraged to play phonic/word games.

### **Independent Reading provision**

Children are allowed to choose their own home reading book from the same reading band as they read in guided reading sessions appropriate to their ability. They are encouraged to bring their Reading bags every day. Children are heard read sometimes twice a week by the Class Teacher or TA, there is also a daily reading group of less able children in order to accelerate progress. Structured reading comprehension is regularly undertaken, this is differentiated to cater for different ability groups.

### **Year 3:**

Children are given many opportunities to visit the reading area. This is presented as an attractive, colourful mini-library; each category of books, leaflets etc. are clearly labelled. Children can spend quality time here, relaxing on bean bags, on their own or in pairs. The children are regularly encouraged to read aloud, in their head and in pairs. Reading baskets are placed on the children's desks each morning before school. They contain a wide variety of reading texts, individual reading journals, book review templates and differentiated lists of weekly spellings.

Children complete reading comprehensions regularly. These are presented at an appropriate level for each differentiated group. Sometimes ability groups use the same texts and at other times alternative and relevant texts are selected by the teacher.

### **Shared Reading provision**

Stories, information texts and poetry are shared with the class. The children listen to stories by a common author during each half-term, thereby becoming familiar with themes, styles and illustrators. Children are encouraged to review what they have read and express their opinions.

### **Guided Reading provision**

Children work in small ability groups with clear objectives taken from Reading Assessment Tracker appropriate to the group's needs. Each guided reading group is listened to read weekly, assessment of children is ongoing and there is flexibility between the groups.

### **Independent Reading provision**

Children read individually every morning for approx. 20minutes; they are provided with a variety of reading opportunities and choices during this session. Children select books, leaflets, fiction, non-fiction, poetry, comics, magazines and topic books linked to the children's reading ability. Silent reading is expected during this time. Whilst children complete their reading activities adults within the classroom are focused on individual readers (heard daily, 3 times, twice or once weekly depending on their reading ability). On Thursdays and Fridays children are encouraged to complete a book review in their personal reading journals.

### **Year 4:**

#### **Shared reading**

Comprehension lesson every week. Differentiated questions.

Shared text during literacy hour.

Class novel at end of day.

#### **Guided reading**

SEN group. Guided session every day with TA

Other 4 groups heard once a week by Class teacher.

Objectives for each group taken from Reading Assessment Tracker.

#### **Independent reading**

Children have access to the Book Corner where they are able to choose their own reading material at pm registration. 15mins silent reading.

Variety of fiction, non-fiction, topic books, comics, children's own books available.

Home reading books

Children know which book band level they're on. Free choice of books within that level.

Books taken home on Friday, changed following Friday.

### **Year 5:**

#### **Shared Reading:**

There are many opportunities to share reading in a range of genres in whole class and small groups incorporating all areas of the curriculum.

Class novel: usually teacher led, but individual children are asked or can volunteer to read aloud. Discussions are held about what has happened in the text, predictions, thoughts and feelings about characters and comprehension of the text at various times throughout. The class novel is often used as a basis for literacy lessons, e.g. the teaching of punctuation, grammar and writing different text types and sometimes handwriting practice.

#### **Guided Reading:**

The children are grouped according to ability; this takes place 3 times a week. The assessment foci are taken from the Reading Assessment Tracker and progress is shown by highlighting statements. Texts are selected appropriate to the needs of the children and the current focus.

**Individual Reading:**

Whilst children are being listened to read individually, others silently read either morning or afternoon at registration for 10-15 minutes. SEN children receive extra practice with letter sounds and are listened to read individually on a more regular basis. Reading books are changed and checked each Friday afternoon. The Book Corner area is very popular and children enjoy taking turns to read there.

**Year 6:****Shared Reading:**

Shared Reading takes place at least daily and includes comprehension work, texts linked to topics and texts used as exemplar material linked to writing in a range of genres.

**Guided Reading:**

Guided Reading groups work with the Class Teacher and TA as appropriate. Guided Reading is differentiated by ability and by text.

**Individual Reading:**

Lower Ability children work with TA every day to read their individual book, children also choose a free reading book from the class collection.

Shared and paired reading also occurs across year groups; children have been trained by the Reading Recovery teacher.

### Evaluation of Leadership of Reading

**What is the impact of the subject leaders across key stages, for example through monitoring of progress and feedback to staff:**

- High expectations and standards
- Consistency of recording and practice
- The importance of reading daily, especially for underachieving pupils
- Resource audit and more books purchased to enhance letters and sounds and gaps in scheme, particularly for less able boys

**Are there strong links between early language work in EYFS and work in Key Stage 1?**

- Strong links exist and communication is good
- Assessments are shared and a portfolio of evidence of the application of letters and sounds is in place
- The reading scheme is in place when children are ready to formally start reading; records are passed onto KS1

**Is there a shared system for tracking children's progress in reading across the school?**

- Yes, it track in place to monitor children's progress from Year 1 upwards, in EYFS it is j2sl
- Pupil progress meetings are held termly to review children's progress and highlight underachievers.
- Intervention groups, including Reading Recovery, are in place in order to accelerate learning and narrow gaps

**Are there common features in teaching reading across different classrooms, such as mnemonics, shared multi-sensory approaches, common vocabulary, similar literacy displays (as appropriate to the age of the children) and other resources as reference points?**

- Role play area, with a theme linked to the class topic providing opportunities for collaborative play and talk in role.
- Letters and Sounds displays (FS and KS1)
- Dictionaries and thesauruses available for Years 4, 5 and 6
- Library area ~ including poetry, play scripts and multiple copies of books for Guided Reading
- High quality fiction and non-fiction work displayed appropriate to the topic
- VCOP displays, age appropriate
- Weekly spellings displayed so that all children know what they will be tested on that week, (when they have time they can practise)

**Are there strong links between any intervention work and the teaching in the mainstream classroom – and between the staff involved (teaching assistants and teachers)?**

- Yes, strong links exist between Reading Recovery and Catch Up Literacy.

**What has the impact been of whole-school continuing professional development (CPD) for reading?**

- Common practice
- A range of strategies employed, linked to Reading Recovery for all staff
- Letters and Sounds phonic training undertaken by all relevant staff, ensures continuity and effective practice
- Basic training of children for paired reading (Years 4 and 5)

Information collated by Julie Allen and Aileen Exley  
April 2012