



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. There is a weekly session of Rainbow Talk in F2 to help develop the children’s vocabulary.

When children are ready, additional activities are developed. Children receive weekly Guided Reading sessions and have opportunities to read individually on a daily basis during group times, focused activities and continuous provision. Phonics is taught on a daily basis through “The Letters and Sounds” programme alongside “Jolly Phonics” in Foundation 1, which provides children with a variety of ways of learning.

When children are ready they begin with an individual reading book which is taken home on a daily basis. Children begin by exploring books with just pictures and they create their own stories to match what they can see in the images. As the children’s skills develop, they begin to access books with text matched to their phonic ability. This book is changed frequently and children read with an adult at least twice a week.

To try and develop parental awareness of our approach to reading, we hold meetings for parents on “how we teach reading.”

Year 1:

Building on from the Foundation Stage, there is a reading area in Year 1, where children have an opportunity to read a wide range of fiction and non-fiction texts, including reading books at appropriate coloured bands enabling children to achieve at their own level. The children also explore and create stories in the “small world area”. This includes masks, small scale resources linked to a theme, key words and costumes. The Small World area allows children to explore story structures and characters in more detail, giving them a deeper understanding of texts used in class. Children also have access to role play, this allows them to explore stories in a larger context. They can act in role and develop their use and knowledge of language. This further develops their speaking and listening skills. ASK IT sessions begin in Y1 with a focus on developing vocabulary and asking questions.

Children are heard read individually, their books changed and sent home at least once a week. Home reading records indicate the strategies that the children need to use to improve their reading. As in the reading area, books are selected from coloured bands at an appropriate level for each child. The books in the coloured bands come from a wide range of schemes (including Floppy Phonics, PM starters and Oxford Reading Tree) to ensure that children use a variety of strategies when reading and that a wide genre of texts are experienced.

Letters and Sounds

Children access a daily phonics session, where the main focus is learning phase 3 and 4 sounds and applying this phonic knowledge to reading and writing. A combination of letters and

sounds and Read Write INC strategies and resources are used. Phonics is taught through differentiated groups from the Y1 classes.

Guided Reading

Children in Year 1 access guided reading four times a week, in differentiated groups. Each group is heard by the teacher and teaching assistant once a week. Whilst the teacher and TA are working in a group, the remaining children work on decoding and phonetic skills through various activities such as matching captions to pictures and sorting real and nonsense words.

Shared Reading Provision

During literacy, big books and stories are shared and discussed with an emphasis on comprehension skills and widening vocabulary. Stories are shared at home time most days, not only by the adults but by the children as well.

Independent Reading Provision

Children are heard read individually at least once a week and their books sent home. Home reading records indicate the strategies that the children need to use to improve their reading. As in the reading area, books are selected from coloured bands at an appropriate level for each child. The books in the coloured bands come from a wide range of schemes (including Floppy Phonics, PM starters and Oxford Reading Tree) to ensure that children use a variety of strategies when reading and that a wide genre of texts are experienced.

The children also have access to the online reading scheme Bug Club: this is used at home as well as in school.

Interventions

Interventions are tailored to meet the specific needs of the child and teachers and teaching assistants work together to plan and deliver these effectively. Reading Recovery Interventions are given to targeted children from the Spring Term.

Year 2:

There is a reading area in Year 2 where children have the opportunity to read and act out stories, using masks and items provided linked to the topic or theme. A wide range of stories, poetry books and non-fiction texts are available for the children to read. Weekly ASK IT sessions continue to develop children's ability to ask meaningful questions and help to widen their understanding and vocabulary.

Reading Comprehension

Reading comprehension tasks take place at least once a week, these tasks are appropriate to the ability of the children.

Letters and Sounds

Phonic work is undertaken daily, the main focus is applying phonic knowledge to reading and writing following the "Letters and Sounds" programme. In addition sound recognition is continued for children who need it based around mainly phase 3 and 4 sounds.

Shared Reading provision

During Literacy, Big Books and stories are shared and discussed. Stories are shared at home time most days, not only by the adults but by the children as well.

Guided Reading provision

Guided Reading is differentiated and undertaken five times a week. Each group is heard at least once a week and the less able group are heard twice. Whilst the teacher and TA work with a group, the other children access independent reading activities on a carousel basis.

Independent Reading provision

Home readers/individual reading books are changed once a week. The children are listened to weekly and their understanding is checked. The less able children are listened to more frequently. Books, as in Y1, are selected from the appropriate coloured bands. The children have access to an online reading scheme; this is used at home as well as in school. Silent

reading also takes place each day with a weekly review activity to assess children's understanding of what they have read.

Interventions

Interventions are tailored to meet the specific needs of the child and teachers and teaching assistants work together to plan and deliver these effectively. Reading Recovery Interventions are given to targeted children throughout the year.

KS2

Interventions

Interventions are tailored to meet the specific needs of the child and teachers and teaching assistants work together to plan and deliver these effectively. Booster classes are delivered twice a week with a qualified teacher to further support children's development. These children are identified by the class teacher and are tracked to monitor progress.

Years 3/4

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, on their own or in pairs. The children are regularly encouraged to read aloud, in their head and in pairs. Weekly ASK IT sessions take place to continue to develop the children's vocabulary.

Reading Comprehension

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.

Letters and Sounds

Children who still require phonics teaching access this through joining Y1/2 groups as appropriate or through targeted interventions.

Shared Reading provision

Stories, information texts and poetry are shared with the class. The children listen to a class book each day which is related to their topic. Children are encouraged to review what they have read and express their opinions.

Guided Reading provision

Guided reading takes place daily. Each guided reading group is listened to read weekly. Activities are organised on a carousel basis with independent groups working on activities to develop their reading skills.

Independent Reading provision

Home readers/individual reading books are changed once a week. The children are listened to weekly and their understanding is checked. The less able children are listened to more frequently. Books, as in Y1/2, are selected from the appropriate coloured bands. The children have access to an online reading scheme; this is used at home as well as in school. Children read individually every morning for approximately 20 minutes on a text they have chosen for the week. A wide variety of texts such as leaflets, fiction, non-fiction, poetry, comics, magazines and topic books are available. At the end of the week, the children complete a review on their text to assess their understanding.

Year 5:

Shared Reading

A class novel is read on a regular basis, often linking to the current class topic. This is usually teacher led but individual, competent readers may volunteer to read. The text may also be used as a basis for some Literacy lessons, grammar teaching, handwriting practice and written tasks. Weekly ASK IT sessions continue to take place.

Guided Reading

The children are grouped according to ability for Guided Reading. Each group reads with the class teacher once every week on a rota basis. Other groups complete reading related tasks on a carousel basis.

Individual Reading

Children read independently every morning for 10-15 minutes during registration. During this time, they can choose to read their school reading book, a book from the class bookshelf or a book from home. A review of the text is completed weekly. All children read individually once per week with an adult. At this time, children read their school 'banded' reading book which correlates to the child's reading ability. The children are encouraged to take their book home to read and their book is changed once a week. Pearson Bug Club reading is used in some Literacy lessons and is sometimes set as a homework activity.

Comprehension

During Literacy lessons, Guided Reading and Shared Reading, children are taught reading skills addressing all AFs. Children are taught through a range of activities, as well as practising the application of these skills with regular written comprehension tasks.

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. Weekly ASK IT sessions continue to take place.

Guided Reading:

Guided Reading groups work with the class teacher and HLTA as appropriate where comprehension and inference and deduction skills are directly taught. Guided Reading is differentiated by ability and by text. Activities are organised on a carousel basis.

Individual Reading:

Lower Ability children work with HLTA every day to read their individual book, children also choose a free reading book from the class collection. Books are sent home weekly. Silent reading takes place every morning with children selecting a text for the week and a review completed at the end of the week.

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
- Learning environment audit undertaken through Performance Management
- High profile of reading for a range of purposes
- External evaluation of reading undertaken in the 2016-17 year

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

- Strong links exist with all stakeholders
- The Reading Scheme is in place when children are ready to formally start reading; records are passed onto KS1
- Intensive transition work takes place in the Summer Term

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

- Yes, EazMag is in place in EYFS, this is transferred onto Educator early in the Autumn Term to track and monitor children's progress
- Pupil progress meetings are held termly to review children's progress and highlight underachievers
- Intervention groups and small class sizes within Foundation Stage and Year 1 are in place in order to accelerate learning and close gaps
- Cohort profiles are reviewed termly

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 areas throughout EYFS and KS1, linked to the class topic thereby providing opportunities for collaborative play and talk in role
- Letters and Sounds displays (FS and KS1)
- Dictionaries and thesauruses available for all children as and when they are ready
- Birkwood Reading Bus ~ timetabled to include provision for poetry, play scripts and a wide range of fiction and non-fiction
- Author of the month, half-term and term displays which encourage children to explore a wide range of authors and genres
- SPAG displays, age appropriate
- All staff, pupils and parents access to online reading scheme (Pearson Book Bug Club) both at school and home.

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

- Consistent practice that clearly shows progression
- Consistent approaches to assessing children's book band levels and ensuring that children are accessing texts appropriate to their reading ability
- A range of strategies employed, with focus on inference, deduction and specialist language e.g. summarise
- Letters and Sounds and Read, Write Inc. phonic training undertaken by all relevant staff, ensures continuity and effective practice

Information reviewed by Rachel Rennison (Literacy Lead) December 2017