



APPENDIX 1

An overview of reading provision at Birkwood Primary School

Intent

As Birkwood Primary School recognises that reading is the key to success; reading skills development starts as soon as children enter our Foundation Stage Unit in the Nursery and continues throughout school, appropriate to the age, ability and needs of our children. 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 fluent, competent readers by the time they leave our setting. Reading is at the core of all teaching at Birkwood Primary School and children are given the chance to apply reading skills in a range of ways throughout the school day. Our intent is to use reading to teach children about the world around them - Through reading, they will learn about people, places and events outside their own experience. Reading will improve children's vocabulary, leading to more highly-developed language skills and improve the child's ability to write well.

Implementation

Nursery-

Children in Nursery have many opportunities to develop the skills required for reading. We focus on the Prime Areas where Communication and Language is a central focus across all areas of development. We particularly value the importance of quality interactions, during play, where vocabulary is introduced and extended appropriately to the children's development and next steps. The importance of rhythm, patterns and song are projected through daily opportunities to sing nursery rhymes and when the children are ready to make up their own. We value the importance of rhythm and rhyme and how this has a positive impact on their later development in reading.

Phonics

Children in Nursery focus on Phase 1 of the letters and sounds where they develop their Auditory Discrimination. Children access two differentiated sessions a week that is focused on their level of Auditory development. All aspects of Phase 1 are taught daily at every opportunity during quality interaction with the children usually undertaken by their key worker.

Shared/ Class and Individual Reading

The pleasure of reading is also an integral focus in Nursery and this is developed through listening to stories, role play, Sing-a-Song tell a tale and opportunities for talk through continuous provision. Children access special key worker time where a story is shared at the end of each session. Adults also ensure that they share a story 1:1 with their key worker children at least once a week. Comprehension of texts is explored at every opportunity when appropriate. We develop independent skills by having labels and Communication in Print in the areas that have the key words and pictures to allow children to make the connection between print and reading.

Guided Reading

Children access Guided reading when they are ready and their next steps are taken from Eazmag. Activities are mainly practical and include nursery rhymes, sequencing stories, looking at characters, story settings and answering why and how questions. Once this is mastered children then move onto more functional books skills like spotting the title, blurb, turning pages and handling books with care.

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

Foundation Stage 2

Children in Foundation Stage 2 continue to have many opportunities to develop their confidence with reading skills. Speaking and Listening continues to be a skill that is focused upon to support the children’s reading development through listening to stories, shared reading, role play and opportunities for talk through continuous provision where vocabulary is introduced and extended appropriately to the children’s development and next steps.

Phonics

Children continue to access Phase 1 phonics in Foundation Stage 2 and when they are ready they begin Phase 2 Phonics. Children access Phase 3 phonics when they are fully confident with all aspects of Phase 2. Children in Foundation Stage 2 have many opportunities to listen for sounds in words, blend and segment through interactive and playful activities based on their next steps. Children also have the opportunity to apply their learning during continuous provision where adults support and extend their learning during ‘in the moment’ interactions and teaching.

Shared/Class Reading

Children share a story as part of a whole class at the end of each day. During this time, key children are identified and observed to address their steps. A key text is used to support topics. Children have the opportunity to look at a wide range of texts during this time and through adult directed activities.

Individual Reading

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 once a week. The children also take home a personalised phonics pack which includes the letter sounds they are learning, green words and tricky words. This helps parents to know which sounds their child is learning in phonics. Before we send these resources home, we have a workshop for parents to attend to discuss how we teach reading in school and how they can best support their child at home.

Guided Reading

Children access guided reading once every two weeks. Children’s next steps are focused on and the groups are fluid. The activities are appropriate for the children’s level and include shared texts, big books, small world activities, puppets and games. Children’s comprehension is checked through questioning and discussions. Children complete decoding tasks, sentence and caption matching through games and activities when they are ready.

Year 1 Butterflies

Building on from the Foundation Stage, there is a welcoming reading area in Year 1, where children have an opportunity to read a wide range of traditional stories, poetry, fiction and non-fiction texts. 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 puppets. 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 meaningful questions.

Phonics

Children access a daily phonics session, where the main focus is learning phase 2-5 sounds and applying this phonic knowledge to reading and writing. Phonics is taught through differentiated groups from the Y1 classes. Children are encouraged and reminded to apply phonics knowledge daily and scaffolds within the classroom such as the phonics area support this learning.

Reading Comprehension

Reading comprehension tasks take place at least once a week, these tasks are appropriate to the ability of the children. Reading Comprehension skills are firstly taught and modelled before applied to a range of text types.

Guided Reading

Children in Year 1 access guided reading five 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 independent activities on a carousel basis. Guided reading books and groups are based on children's book bands and phonics phase.

Shared Reading

Shared reading in Year 1 is used as an opportunity for the teacher to expand vocabulary and to model reading fluently, with expression and confidence. It promotes the pleasure and enjoyment of a wide range of key texts and develops the children's targeted comprehension strategies. There is also a strong focus placed on building phonics skills with emphasis put on tricky words and decoding 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, are selected from the appropriate coloured bands and reflect the phonics phase and targets of each child. Home reading records indicate the strategies that the children need to use to improve their reading. The children have access to an online reading scheme; 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. Phonics interventions take place weekly to ensure children catch up quickly.

Year 1/2 Bees

There is a reading area in the Year 1/2 Bees where children have the opportunity to read, write book reviews and explain to a partner what their favourite book is and why. There is a display of key vocabulary to help develop their reading skills and language skills. The area is inviting and encourages children to sit and read a book whilst in the area. There is a display showing children's favourite books with a short explanation detailing why they have enjoyed their chosen book. 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.

Guided Reading

Children access guided reading five 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 independent activities on a carousel basis. Guided reading books and groups are based on children's book bands and phonics phase.

Reading Comprehension

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

Shared Reading

A book is shared with the class daily with a specific focus, this is usually based around the current topic and focuses on specific reading skills. There is also a strong focus placed on building phonics skills with emphasis put on tricky words and decoding skills.

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.

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 are selected from the appropriate coloured bands based on the child's reading ability. The children have access to an online reading scheme; this is used at home as well as in school. Silent reading also takes place and children are invited to share with others what they have read and why they have enjoyed reading their chosen book.

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.

Year 2 Foxes

There is an attractive reading area in Year 2 where children have the opportunity to read and act out stories, using masks and other props. A wide range of stories, poetry books, play scripts and non-fiction texts have been carefully chosen for the children to read independently, with their peers or with adults. The classroom is set out to scaffold children's reading skills. Phonics sounds, common exception words, high frequency words and aspirational topic words are on display to promote language development. 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 and have a clear focus. Reading Comprehension skills are firstly taught and modelled before applied to a range of text types.

Letters and Sounds

Phonic work is undertaken three days a week, the main focus is applying phonic knowledge to reading and **writing** following the "Letters and Sounds" programme. Sound recognition is continued for children who need it based around mainly phase 3 and 5 sounds. Children are encouraged and reminded to apply phonics knowledge daily and scaffolds within the classroom support this.

Shared Reading provision

Shared reading is used as an opportunity for the teacher to expand vocabulary, to model reading fluently, with expression and confidence. It promotes pleasure and enjoyment with texts

and develops the children's comprehension strategies. Key texts are chosen and mapped out throughout the year to develop all the skills above.

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. A focus is agreed for each session and questioning is used to develop children's oral comprehension skills and vocabulary. Whilst the teacher and TA work with a group, the other children access independent reading activities.

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, are selected from the appropriate coloured bands and reflect the phonics phase and targets of each child. The children have access to an online reading scheme; this is used at home as well as in school. Independent reading also takes place each morning 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. Phonics interventions take place weekly to ensure children catch up quickly.

Year 3 Hedgehogs

Children are given many opportunities to visit the Reading Area. This is presented as an attractive, colourful mini-library; each category of books is clearly labelled. Children can spend quality time here, on their own or in pairs. The children are regularly encouraged to read aloud, in their heads and in pairs. Depending on genre focus, letters, leaflets and newspapers etc are available to read around the classroom. Weekly ASK IT sessions take place to continue to develop the children's vocabulary. Words and phrases of interest and relevance (drawn from shared reading and guided reading) are displayed around the classroom.

Reading Comprehension

Children complete reading comprehension tasks weekly. These are presented at an appropriate level for each differentiated group. Sometimes ability groups use different texts, where appropriate. Where possible comprehensions are linked to topic or current genre focus.

Phonics

Children who still require phonics teaching access this through joining Y1/2 groups as appropriate or through targeted interventions. All current Year 3 Hedgehogs working below ARE are now off phonics and are consolidating Year 2 reading fluency and understanding in interventions.

Shared Reading provision

Stories, information texts and poetry are shared with the class. The children listen to a class book most days, which is related to their topic. Children are encouraged to review what they have read, ask questions 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. A focus is agreed for each session and questioning is used to develop children's oral comprehension skills and vocabulary.

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 15 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 on tables as well as in the Reading Area. At the end of the week, the children complete a review on their text to assess their understanding. The children visit the reading bus once weekly to read for pleasure, choosing and reading independently.

Year 3/4 Owls

Children are given many opportunities to visit the Reading Area. This is presented as an attractive, colourful mini-library; each category of books is clearly labelled. Children can spend quality time here, on their own or in pairs. The children are regularly encouraged to read aloud, in their heads and in pairs. Depending on genre focus, letters, leaflets and newspapers etc are available to read around the classroom. Weekly ASK IT sessions take place to continue to develop the children's vocabulary. Words and phrases of interest and relevance (drawn from shared reading and guided reading) are displayed around the classroom.

Reading Comprehension

Children complete reading comprehension tasks weekly. These are presented at an appropriate level for each differentiated group. Sometimes ability groups use different texts, where appropriate. Where possible comprehensions are linked to topic or current genre focus.

Phonics

Children who still require phonics teaching access this through targeted interventions.

Shared Reading provision

Stories, information texts and poetry are shared with the class at least once a week during a shared read which is related to their topic. Children are encouraged to review what they have read, ask questions 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. A focus is agreed for each session and questioning is used to develop children's oral comprehension skills and vocabulary.

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 15 minutes on a text they have chosen for the week. At the end of the week, the children complete a review on their text to assess their understanding. The children visit the reading bus once weekly to read for pleasure, choosing and reading independently.

Year 4 Robins

Children are given a wide range of reading experiences and tasks daily. They have regular access to our class reading area, as well as individually tailored book baskets linked to their ability. Each category of books is clearly labelled: magazines, poetry, fiction, nonfiction, play script etc.

Reading Comprehension

Children complete reading comprehension tasks weekly. These are presented at an appropriate level for each differentiated group. Sometimes ability groups use different texts,

where appropriate. Comprehensions are linked to class topics and to prior knowledge and understanding. (This requires discussion and research beforehand)

Shared Reading provision

Stories, information texts and poetry are shared with the class. The children listen to a class book, which is related to their topic or a focussed author. Children are encouraged to review what they have read, ask questions and express their opinions during these enjoyable sessions.

Guided Reading provision

Each guided reading group is given opportunities to read weekly with an adult. A focus is agreed for each session and questioning is used to develop children's oral comprehension skills and vocabulary. The children visit the reading bus in their guided reading groups, regularly.

Independent Reading provision

Children spend time, every week, with an adult sharing and discussing their individual reading book. Children who need extra support read more regularly. Books are selected from the appropriate coloured reading scheme bands. The children have access to an online reading scheme; this can be used at home as well as in school. Children read individually every morning for approximately 20 minutes on a text they have selected from their 'book basket'. A wide variety of texts such as leaflets, fiction, non-fiction, poetry, comics, magazines and topic books are available on tables, on topic displays and in the Reading Area. Children complete a range of 'reading jobs' during this session.

Year 5 Leopards

Shared Reading

A class novel is read on a half-termly basis and is chosen to compliment the planned topic. It offers the opportunity for children to share an age appropriate book, volunteer to read and listen to a teacher. Linking to the curriculum (Speaking and listening and reading), it offers planned opportunities for children to take part in a range of reading comprehension activities, articulate responses and develop a range of vocabulary linked to topic.

Guided Reading

The children are grouped according to ability for Guided Reading. The reading is planned in a carousel format where children have the opportunity to read with a teacher, read independently, work with vocabulary development, review their books and library reading time. The activities are pre-planned and focus on particular objectives weekly.

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 comprehension lessons, children are taught a wide range of comprehension skills. They are provided with a wide range of texts (Fiction and non-fiction) and they are shared in groups with an adult. Children are taught through a range of activities, as well as practising the application of these skills with regular written comprehension tasks. These are often modelled by an adult and then progress to individual activities with adult support.

Year 5/6 Tigers

The children have access to a wide range of genres; both in our reading corner and around the classroom. The reading book self is labelled with the correct genre to encourage the children to vary their choice when changing books. There are appropriately selected books around the topic/science display areas to allow all the children to develop their learning through non-fiction texts. Once a book is complete, the children are expected to complete a book review to further challenge their understanding of the texts. The class also has access to educational French books with English translation to further develop the linguistic skills learnt in class. Words and phrases of interest and relevance towards their Big Writes (drawn from shared reading and guided reading) are displayed on the literacy working wall.

Shared Reading

A class text is read on a regular basis, often linking to the current class topic. A variety of genres is used yearly to give the children a wide variety of texts. 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 to encourage children to discuss what they have read.

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. It currently has a heavy focus on comprehension skills (retrieval/inference/authors use of language) to further develop their understanding of reading papers in SATs. Other groups complete reading related tasks on a carousel basis:

- Word of the week – dictionary/thesaurus skills
- Spelling activities
- Bug Club

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. The focus is aimed towards asking questions around the text, as well as further developing reading skills. 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, children are taught reading skills linked to those learnt in guided reading. Children are taught through a range of activities, as well as practising the application of these skills with regular written comprehension tasks.

Year 6

Children are free to visit the Reading Area during free time (start of day and break times). The area is presented as an attractive, colourful mini-library; each category of books is clearly labelled. Book reviews, reading targets and termly reading challenges are also displayed in this area. 'Free Readers' are able to choose books from this area as their regular reading book. Depending on genre focus, different text types will be available around the class to match the current topic. Weekly ASK IT sessions take place to continue to develop the children's vocabulary. Words and phrases of interest and relevance (drawn from shared reading and guided reading) are displayed around the classroom and throughout school to create a language-rich environment.

Independent Reading Provision:

Children's book band levels are checked regularly to ensure that they are reading texts at an appropriate level. Children choose home readers/individual reading books from the relevant book band and these books are changed when children have completed the text. Silent reading takes place every morning, with children selecting one text at a time, and a review is completed at the end of each text.

Lower Ability children work with HLTA at least two days a week to read their individual book, from the correct book band. Books can be taken home daily, with children recording how much they have read in their reading record. Reading challenges can be completed by the children on a termly basis to encourage them to read a wide range of genres.

All children have access to Bug Club where the class teacher allocates appropriate books for them to read. The children also have the opportunity to visit the reading bus once a week to choose any text and read it for pleasure, on their own or with a friend.

Any child has the choice to come in at lunchtimes at least once a week for independent reading time, where an adult is available to listen to children read too.

Reading comprehension

All children have access to Bug Club where the class teacher allocates appropriate books for them to read and answer web-based questions on.

Children complete reading comprehension tasks weekly. These are presented at an appropriate level and support is given where needed. Where possible, comprehensions are linked to topic or current genre focus. Focussed, Year 6 materials (such as 10 minute challenges from CGP) are used to allow for accelerated progress.

In addition to the weekly task, the children also complete a fortnightly inference question, using a 'T grid' to support their answers with evidence from the text.

Guided Reading Provision:

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, with independent groups working on Bug Club or vocabulary-based tasks .

Shared Reading Provision:

Fiction, non-fiction and poetry takes place at least twice a week, outside of literacy lessons. These sessions develop children's knowledge of a variety of text types, build an extensive vocabulary and allow for the discussion of texts which link to the current topic (e.g. The Secret Garden during Farm to Folk Topic).

Impact

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

Reviewed by Alex Betts (Reading Champion) October 2019