


<p><b>Reading</b></p>  <p><b>Subject Lead:</b> Rachel Spargo, Beth Medlyn, Helen Allies</p>	<p><i>The best primary schools in England teach virtually every child to read, regardless of their social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the age of 6).</i></p> <p><b>We aim to be one of these schools.</b> We aim to be a school that confidently meets the 'Every Child a Reader' standard year on year. This aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send children to secondary school having mastered at least the basic components of reading.</p> <p>Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers' and not just children who can read. Meek (1993) believes that, "Readers are made when they discover the activity is worth it."</p> <p>The development of reading cannot be seen in isolation from writing, speaking and listening/drama. The best readers are the best writers – we read as writers and write as readers! Strategies for writing, speaking and listening/drama therefore form an integral part of our reading policy.</p> <p>In St Francis, we strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature. We ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.</p>			<p><b>Covid Catch-Up Plans</b></p> <p>RWI training bought into with development days Additional RWI resources purchased to ensure books match sounds Accelerated Reader purchased Additional Library books purchased Increased Librarian Hours Employment of a Reading Leader</p>
<p><b>Teaching</b></p> <p>Daily taught RWI lessons with children grouped according to ability All staff trained in RWI programme Daily taught Guided Reading lessons using VIPERS Class Novels in place – story-time planned for Regular exposure to poetry Key language identified Core texts lead Literacy learning Sequences of teaching and learning built for each component Streamed Guided Reading sessions in place across some year groups</p>	<p><b>Personalised Learning</b></p> <p>Quality First Teaching of reading and early reading skills Targeted intervention assessment data Differentiated Learning and Texts to meet needs of learners Pupils are aided to know and remember prior learning through retrieval practice built into learning sequences Groupings within class and across year groups and key stages Books matched to children's reading ability</p>	<p><b>Resources</b></p> <p>RWI programme Accelerated Reader VIPERS Quality Texts Oxford Owl Nessy Rapid Reader Teach your monster how to read Classroom book corners School library</p>	<p><b>Cultural Capital</b></p> <p>Broad range of texts and authors Visits to the town library Visiting authors into school World Book Day celebrated Economic awareness developed through: - Children running book fairs</p>	<p><b>Assessment</b></p> <p>Formative assessments by all adults in all lessons to reframe learning (if required) Baseline Assessments RWI assessments – at least half termly Accelerated Reader STAR test and quizzes Rising Stars PIRA SATs Y1 phonics screening</p>
<p><b>Inclusion - SEND</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions from Reading Leader and additional adults – either small group or 1:1. (part of COVID Catch Up plan) Differentiated learning and texts IPM Targets Books matched to reading ability Reading provision maps for every class – updated termly demonstrating planned provision for lowest 20% readers</p> <p><i>See also 'Supporting Every Pupil in Reading' document</i></p>	<p><b>Curriculum Scope and Progression</b></p> <p>Exceeds the requirement of the NC through:</p> <ul style="list-style-type: none"> <li>- RWI</li> <li>- VIPERS for Guided Reading</li> <li>- Accelerated Reader</li> </ul> <p>Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning Wider curriculum links – Reading prioritised across the curriculum</p>	<p><b>Working as a Reader</b></p> <p>Each Milestone has been broken down into 'Skills as a Reader' to demonstrate progression from Milestone 1 through to Milestone 3 Focus on fluency and comprehension development Planned opportunities for high quality reading and story-time/poetry planned for</p>	<p><b>Monitoring</b></p> <p>O-Track – formative and summative assessments Book Looks Learning Walks Flash Visits Pupil Voice Intervention Tracking Sheets RWI and AR assessments</p>	<p><b>Outcomes</b></p> <p><u>2019</u> Y1 phonics – 75% KS1 - 70% EXS 21% GDS KS2 – 85% EXS 42% GDS Progress Measure – 3.7</p> <p><u>2020</u> Y2 phonics – 92% <u>2021</u> Y2 phonics – 83%</p> <p>Summative assessment is made by class teacher at the end of each half term. This is reported to parents in the form of a written report. Data is used to identify trends in classes, year groups and across the school, and inform future planned learning.</p>
<p><b>Disadvantaged Pupils</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required School-Led Tutoring (Covid Catch Up Plan) Priority for reading volunteers</p>	<p><b>Transition</b></p> <p>Information and data sharing with class teachers Links with secondary school to share information Core texts and class novels mapped across the school</p>	<p><b>CPD</b></p> <p>English Leaders – termly meetings with Kernow Learning maths leads Accelerated reader training – 4 sessions. Inset day staff training – New reading framework. English Hub Updates Literacy Updates with Tre and Pet Enriching language training. RWI training – KS1 staff (Ruth Miskin) RWI training – KS2 staff (Reading Leader)</p>	<p><b>Strengths</b></p> <p>Reading is high profile across the curriculum Consistent approach to teaching of early reading and then comprehension skills Working walls support learning Workshops for parents Assessment identifies children who need support and stretch Resources invested in so that books are high quality</p>	<p><b>Next Steps</b></p> <p>Further raise children's knowledge of authors and poets by exposing them to a wide range of literature across the school. Continue 'drop everything and read' daily along with 'Poetry Monday'.</p>

