



Badsley Primary School

The Seven Areas of Reading

Prioritise Reading

The quality of reading provision and early reading is of high priority within the school. Reading and literature is at the heart of the curriculum and a priority for pupils as soon as they start in Foundation Stage. Language and vocabulary is celebrated in the early years' environment and practitioners take every opportunity to develop this.

The Early Years has a clear reading 'diet', to which all pupils are exposed. This includes rhymes, traditional stories, the Core Collection and other carefully chosen texts. There is explicit, daily teaching of synthetic phonics using the systematic Read, Write, Inc. scheme with clear milestones for expectations to ensure pupils are secure at every stage of their early reading development and working towards becoming fluent readers. 1-1 tutoring is in place for children at risk of falling behind and additional 'speed sound' sessions/ times take place throughout the day.

The quality of the provision is regularly scrutinised and evaluated to ensure consistent high standards. The approaches to developing early reading are well informed by this scrutiny as well as external sources and research. We know that the percentage of pupils achieving GLD at the end of EYFS and in the Y1 Phonics Screen, and reading outcomes at the end of KS2 are below National, which further drives our commitment and drive to achieve the highest standards for our pupils.

Staff are held to account for the quality of reading provision, including a focus on early reading. Staff are supported with appropriate CPD to ensure that they are highly skilled in teaching reading and early reading. The Headteacher and SLT ensure that the school is well resourced with the appropriate books and additional resources to deliver reading.

All children are celebrated, and the confidence and self-esteem gained allows all pupils to see themselves as readers. Phonics assessments are used to track progress and identify gaps. Leaders have a clear understanding of the children who are falling behind and the interventions are in place to enable the children to catch up. This is a focus of pupil progress meetings and regular meetings with the Early Reading Lead.

In FS2 and KS1 (and for a small number of pupils still requiring phonics teaching in KS2), phonics is taught daily with additional 1-1 tutoring sessions for children who are falling behind.

It is our strong belief that **all** children can be readers, and our provision reflects this belief.

IN KS2, children are taught within a daily whole class reading lesson. The texts for these lessons have been very carefully selected to ensure that they are at an age-appropriate Lexile/reading age; include novels, picture books, non-fiction and poetry. The texts

Love of Reading

We know that pupils having a love of reading and choosing to read for pleasure is one of the biggest keys to their future life success, which is why we work hard to develop a reading for pleasure culture throughout school.

Our school library is well stocked with a wide range of fiction, non-fiction and poetry. Every class visits the library every week, during which time the teacher may read to them or children may choose to read with friends or individually. Pupil recommendations feature highly with classes taking it in turns to have ownership of the Recommendation Station and all pupils being able to complete recommendation slips for others.

Pupils are encouraged to make suggestions for titles or authors they would like to see in the library. The school buys back the highest level of the Schools' Library Service, which supports us in being able to regularly refresh and update our stock.

Whole school assemblies keep reading for pleasure high on the agenda. Every two weeks, a new class is chosen to take ownership of the Recommendation Station and new themed book displays are introduced. Books are promoted through displays throughout school, which children and teachers are encouraged to borrow from.

Each year group has a newly refreshed Core Collection of texts, for teachers to read aloud, that has been developed through working with teachers and pupils, over the past year. The texts have been chosen using carefully selected criteria, including: diversity and inclusion, the concept of providing pupils with mirrors and windows, rhymes, poetry, picture books, short and long novels, graphic novels, funny books and books that challenge stereotypes. Crucially, these books will sustain repeated readings so that the children become familiar with the structure and language, enabling them to know books well and read them by themselves.

Each class has a reading area that children are encouraged to borrow from. The texts in class areas have been carefully chosen to appeal to those particular children, and staff are adept at recommending texts that they believe children will be interested in. This is supported by our continued focus of looking at our reading identities and developing pupils' personal book shelves.

There are a number of reading sheds in the outdoor areas that pupils are able to access during breaks and lunchtime.

KS2 Reading Ambassadors play an active role in promoting reading for pleasure in school and also in the community, having visited a local care home to read to residents.

We regularly participate in virtual author events through Rotherham Loves Reading and St Wilfrid's English Hub. We also invite authors and poets into school both virtually and in person.

| | <p>develop children’s enthusiasm for reading through the themes and style. The lesson structure has been designed to develop pupils’ fluency through adults modelling what good reading sounds like, echo, partner and individual reading, and plenty of opportunities for pupils to re-read sections of a text.</p> <p>As children complete RWI, they too are taught through this approach.</p> <p>The school’s reading focus is communicated with parents and support is given to families to help them with their reading practice at home with their children.</p> <p>We have chosen to partner with St Wilfrid’s English Hub to ensure that our provision and practice is both supported and challenged in order to raise standards in reading.</p> | |
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| Programme and Progress | Books Match Sounds | Phonics from the Start |
| <p>We teach reading through <i>Read, Write, Inc.</i>, which is a systematic and synthetic phonics programme. We adopted this programme in January 2023, as we were not satisfied with our previous SSP. We start teaching phonics in the first full week of FS2, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, our children are more able to tackle any unfamiliar words as they read. At Badsley Primary, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.</p> <p>At Badsley Primary, we value reading as a crucial life skill. By the time children leave us, an increasing number of children read confidently for meaning and enjoy reading for pleasure. We ensure that this happens by prioritising reading from the very beginning of their journey with us. We encourage our children to see themselves as readers for both pleasure and purpose.</p> <p>Children in all year groups who aren’t achieving the expected standards are targeted for additional support. This includes 1-1 tutoring through the RWI programme, additional reading sessions, extra speed sound lessons and comprehension interventions. Pupils in Year 3 who did not pass the phonics screen retake in Year 2, continue to access RWI and have 1-1 tuition tailored to their sounds gaps.</p> | <p>Children are taught to read in Read, Write Inc groups that have been carefully put together by the Reading and Phonics Leads. Following half termly assessments, children are grouped by their outcomes and their sounds gaps are mapped to ensure that the teaching is directed to the exact knowledge that the children need. Each group is taught by a well-trained adult and continuous CPD delivered through a coaching model ensures the highest quality instruction.</p> <p>RWI books are matched closely to the children’s secure phonic knowledge. We use the RWI ‘What to teach when’ document to support book selection.</p> <p>Children receive a login for the OUP e-books library so they are able to read the same decodable book at home. They also take home a Book Bag Book which is related to the book they have read in the lesson and practises the same sounds.</p> <p>Virtual classroom lessons are also sent to parents via ClassDojo, for additional practise.</p> | <p>Provision in FS2</p> <p>We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for ‘Communication and language’ and ‘Literacy’. These include:</p> <ul style="list-style-type: none"> ○ sharing high-quality stories and poems ○ learning a range of nursery rhymes and action rhymes ○ activities that develop focused listening and attention, including oral blending ○ attention to high-quality language. <p>Daily phonics lessons in Reception and Year 1</p> <p>In FS2, we build from 10-minute lessons, with additional short speed sounds bursts, to the full-length lesson as quickly as possible. Phonics teaching starts in the first full week of the autumn term, in line with the RWI Making a Strong Start in Reception document and training.</p> <p>In Year 1, lessons are 45 minutes long. Review lessons take place every Thursday and Friday, which enable the children to build speed, automaticity and fluency on the words and sounds they have been taught.</p> <p>In FS2, children are taught to read the first 6 Set 2 sounds and apply this knowledge to read longer green (decodable) words, nonsense words and corresponding Green story books.</p> <p>In Year 1, children are taught to read all Set 3 sounds and additional graphemes. This knowledge is practised and applied through reading green words from all sets, nonsense words and corresponding Blue story books.</p> |

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| | | <p>Children are expected to exit the program by the end of spring term 1 in Year 2 and then they will move into whole class reading. Any children who have not reached this milestone will continue on the program with additional small group support and 1:1 tutoring where necessary.</p> |
| <p style="text-align: center;">Catch Up Quickly</p> | <p style="text-align: center;">Early Reading Experts</p> | <p style="text-align: center;">For more information about how we teach reading, please see your child's class teacher or contact Mrs Russell through ClassDojo.</p> |
| <p>The children are assessed formally every half term using the RWI on-line assessment. These assessments allow us to identify specifically the areas of difficulty a child may have. However, any child who is identified during the daily phonics sessions as falling behind immediately receives additional practice through 'Keep-Up' sessions, which involve extra speed sounds practise or 1-1 tuition. Similarly, children who are observed within a lesson as being able to access a higher level of instruction are moved groups from the following day, enabling them to achieve the best outcomes they can.</p> <p>From the start of Year 1, all children have an additional phonics lesson every day, to ensure that they learn to read quickly. These additional lessons are introduced in FS2, as the children are ready.</p> <p>Any children not reading fluently by the end of Year 1 or any children who have not passed the Phonics Screening check are assessed and placed on 1-1 tutoring or supported through additional bespoke sessions with catch up teachers.</p> <p>We have extra catch-up teachers working within Year 1 and 2 who target specific children who are at risk of falling behind and ensure teaching is bespoke to needs and gaps but teach in line with the RWI approach. These groups are regularly reviewed by the Early reading lead and children are fluid within these groups to ensure needs are met.</p> | <p>Every RWI teacher (including teaching assistants) has been trained to teach reading, so we have the same expectations of progress and the appropriate subject knowledge. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.</p> <p>RWI CPD sessions take place for all RWI teachers and TAs, every week. In-lesson coaching takes place throughout the week, focussing on common or specific areas for development. In addition, we benefit from half termly Development Days from our English Hub Literacy Specialist.</p> <p>We closely follow the training materials from RWI and supporting Phonics in Practice films are regularly used by staff teaching early reading to ensure that their practice is the very best it can be. The Reading Leader and SLT regularly monitor teaching and learning, offering support where needed.</p> <p>Individual RWI teachers are booked on RWI and English Hub central training, throughout the year.</p> <p>RWI teachers regularly communicate children's progress to class teachers so that children can be effectively supported and challenged throughout the school day.</p> | |