



Teaching Reading at Dove Bank

Subject Statement

Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Conversely, those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops. The Reading Framework;OFSTED

At Dove Bank we know that the ability to read fluently is a key indicator of future success. It is because of this, that we are relentlessly determined to ensure that all our pupils, regardless of ability or background, leave our School as a fluent reader. We have a skilled team of reading teachers, throughout the school, who can deliver this vision through the implementation of a deliberate, explicit and systematic phonics and reading curriculum.

Underpinning our reading curriculum is vocabulary and oracy; pupils are exposed to a rich diet of vocabulary, across the curriculum. While underpinning teaching and learning with oracy, we can, with a few tweaks, ensure that we are both strengthening comprehension strategies and explicitly enhancing oracy skills at the same time.

Subject Leader & Expert Teachers

Within school we have a wealth of experience in the teaching of Reading. Details of staff are detailed below:

- Sam Fraser is our phonics and Reading Manager. Sam has extensive experience in the delivery of high-quality, synthetic phonics, and she was a phonics SLE (Senior Leader in Education) for St Bart's Multi Academy Trust.
- Joanne Woodward is an experienced teacher who has worked as part of a local authority moderation team and is also an experience English subject leader.
- Michelle Fabbeni has been a phonics manager within a previous role.
- Sally Dakin is an experienced English subject leader who has successfully lead English across two schools. She has worked for Cheshire West and Chester Local Authority as a key stage 2 moderator and was an SLE for English within this authority.
- All staff are expert teachers of reading and have received extensive, accredited Read Write Inc training.

Curriculum Organisation

Early Language Development

Our Nursery is a language rich environment where oracy and communication is embedded, and a love for books and nursery rhymes runs throughout. Staff use our nursery rhymes progression document, and story book progression document, to excite, engage, stimulate interest and as a vehicle to teach new learning. Opportunities to extend and develop vocabulary and oracy are rich and varied across all areas of the curriculum and environment.

Systematic Synthetic Phonics

We teach phonics from the Summer term in Nursery. We use a systematic, synthetic phonics scheme, Read Write Inc, to ensure that we implement a rigorous, consistent and high-impact program. Pupils are grouped to ensure that the phonics that they are currently learning is closely matched to need and builds upon their prior, secure knowledge. Pupils are assessed frequently (at least every 6 weeks) to ensure that they are always being challenged appropriately. Pupils take phonetically decodable books home with them each week, as well as a reading for pleasure book, to ensure they are exposed to regular decoding practice. Supplementary resources are provided (such as sound key rings and home-learning videos) as required by individual groups or pupils.

Pathways to Read

After Read Write Inc, we follow a mastery approach to the teaching of reading skills through the programme *Pathways to Read*; this programme is supportive of our writing programme *Pathways to Write*. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided. Vocabulary acquisition is at the heart of the curriculum at Dove Bank, so we have ensured that there is a weekly, dedicated reading slot for the specific teaching of vocabulary. This is having an impact across reading and writing outcomes. Children take home books which are appropriate to their current reading level and are expected to read frequently at home. They are also listened to on a 1:1 basis in school.

Subject Specific info

Read Write Inc

Pupils, up to year 4, are grouped according to need for Read Write Inc. Groups are located in variety of spaces around the school, and 30-minute lessons take place at 10am daily. Within Read Write Inc lessons, pupils use phonics books (red) to record their work. Assessment takes place every 6 weeks (at least) and these are completed by Sam Fraser (our Reading Manager). The Reading Manager meets with the whole reading team on a weekly basis for 'Practise Time'. Practise Time takes places in the KS2 intervention room every Wednesday at 8:55am and the content is decided upon in advance based on the Reading Manager's knowledge of the next steps required.

Physical resources for the storybook aspect of RWI lessons are stored in the cupboards outside the key stage one classrooms, and staff are actively encouraged to add to these resources. All staff have their own RWI set which includes all the physical resources they will need to deliver the speed sound sections of the programme. Each teaching area is set up with the relevant display resources to carry out the sessions. Planning materials can be found on Oxford Owl, as well as eBooks for pupils to be assigned weekly. Training and practise videos can be found on the RWI Portal. Sam Fraser will support with the access to these should it be required.

Pathways to Read

From Year 2 to Year 6, pupils are taught within class groups for reading. Reading lessons are taught over 4 days and all follow the same sequence:

- Lesson 1 – vocabulary focus
- Lesson 2 – full class shared reading lesson focused on a specific reading skill
- Lesson 3/4 – Follow-up task / group work with an adult

Most work is completed in guided reading journals (purple). Lesson 1 (vocabulary lesson) can be completed in English books (if prevalent to the writing being completed) or guided reading journals. Teachers must use professional judgement to decide this. All units are based upon high-quality texts; these have been purchased in the recommended quantities and are stored in class teacher storage cupboards. Planning, assessment and progression resources for these units are saved centrally in the 'Staff Shared' drive. Progression documents are used to scaffold learning and adapt planning for lower ability pupils.

All classrooms have a dedicated reading area which has an abundance of quality texts for the children to access. Reading areas are enhanced, using the Education Library Service, to include books which are linked to the wider curriculum.

Assessment

It is expected that all reading work is marked in line with the School's marking policy.

Phonics is assessed every 6 weeks, or sooner if required. This is completed by the Reading Manager for all pupils and pupils are regrouped depending on the results. An analysis of outcomes from individual assessments are shared with each reading teacher, prior to getting a new group, so that gaps can be targeted. Pupil's progress through the programme is rigorously monitored to ensure that no child is left behind and timely intervention can be put in place if required.

Class teachers assess the pupils in their classes, using the work completed in class, on a termly basis and record these on Sonar. Additionally, pupils take an NFER test at the end of each term.

Vulnerable pupils, agreed upon within pupil progress meetings, are assessed at the half term point and a brief meeting to discuss provision and progress takes place.

Reading across the Curriculum

Vocabulary and oracy are being embedded across the curriculum. Pupils are taught key vocabulary throughout units of work, and are given the opportunity to orally rehearse new vocabulary in context. Pupils have access to quality texts, in all subjects, which are changed often through our education library service subscription.