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. We are also dedicated to fostering a love of reading in all of our children and proudly describe ourselves as a reading school. Our aim is that all of our children leave school with a life-long love of reading.

Underpinning our reading curriculum is vocabulary and oracy. Pupils are exposed to a rich diet of vocabulary across the curriculum. By underpinning teaching and learning with oracy, we 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:

- Katie Halliwell is our phonics and reading lead. She has successfully led English and phonics in previous schools and was the Trust English Lead for The Learning Partnership. She has previously worked as an English consultant across schools in the North West and as a key stage 2 moderator for Derby City Local Authority.
- Sally Dakin is an experienced English subject leader who has successfully led 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.
- Joanne Woodward is an experienced teacher who has worked as part of a local authority moderation team and is also an experienced English subject leader.
- 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 the systematic, synthetic phonics scheme, Little Wandle, to ensure that we implement a rigorous, consistent and high-impact programme. Pupils are taught as a whole class to ensure that all pupils receive the same level of phonics instruction which allows for consistent application of phonics across subjects and helps all pupils to make the same progress, regardless of their starting point. Pupils are assessed frequently (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 completing the Little Wandle programme, we follow a mastery approach to the teaching of reading skills through the programme *Pathways to Read* which 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.

Subject Specific info

Little Wandle

Pupils, up to year 2, are taught phonics using the Little Wandle programme. These sessions are taught whole class and take place in classrooms with the class teacher. Assessment takes place every 6 weeks (at least) and these are completed by the class teachers. The phonics lead then uses the assessment data to identify gaps that need addressing and interventions, including Daily Keep Up and 7+ Rapid Catch Up, are planned in for specific children. The phonics lead also meets with the whole reading team on a weekly basis for 'Practise Time', the content of which is decided upon in advance based on the phonics lead's knowledge of the next steps required.

Physical resources for the storybook aspect of Little Wandle lessons are stored in the cupboards outside the key stage one classrooms, and staff are actively encouraged to add to these resources. Each class teacher has their own set of Little Wandle resources to use in their classroom including wall charts, lesson plans, word cards, review word cards, tricky word cards and sound cards. Each classroom is set up with the relevant display resources to carry out the sessions. All resources, including planning materials, training videos, printable resources and supporting documents can be accessed via the Little Wandle website and all members of staff have a login for this which is provided by the phonics lead. Information for parents can also be found on the website. The phonics lead will support with the access to these should it be required.

Pathways to Read

From Spring Term Year 1, children are taught reading as a whole class and their work is recorded in a class floor book. 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 – whole class shared reading lesson focused on prediction and vocabulary focus. LO: To predict and explore new vocabulary

- Lesson 2 – whole class shared reading lesson focused retrieval and explanation (recorded in books). LO: To read, retrieve and explain
- Lesson 3 – whole class shared reading focused on prediction, vocabulary, retrieval, explanation and summarising. LO: To (skills-specific objective)
- Lesson 4 – reading comprehension task. Teachers listen to readers during this time. LO: To answer questions about a text

Most work is completed in whole class reading books (purple). Lesson 1 (prediction and vocabulary lesson) can be completed in writing books (if explicitly linked to the writing being completed) or whole class reading books. 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. The current half term's whole class reading book is displayed in the classroom for the half term. Planning, assessment and progression resources for these units are saved centrally in the 'Staff Shared' drive and on Teams in the 'Curriculum' file. Progression documents are used to scaffold learning and adapt planning for lower ability pupils. The Pathways for Reading skills are displayed in classrooms to be referred to in lessons.

All classrooms have a dedicated reading area which has an abundance of quality texts for the children to access. Reading areas are carefully planned by class teachers using recommendations from the DfE's The Reading Framework and have a theme to encourage children to use and enjoy them.

Reading skills

Specific icons are used throughout school to identify eight identified reading skills as provided by The Literacy Company. Seven of these skills are used in Key Stage 1, with another skill, Compare, added in in Key Stage 2. These skills icons are displayed in all classrooms and are referred to during reading lessons.

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 class teachers for their class and interventions are planned depending on the results. 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 Insight. Additionally, pupils take an NFER test at the end of each term. Fluency is assessed termly using the FFT Reading Assessment Programme. The data from these assessments combined is used to identify the lowest 20% readers in both fluency and comprehension.

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.

The assessment of reading uses the approaches outlined here:

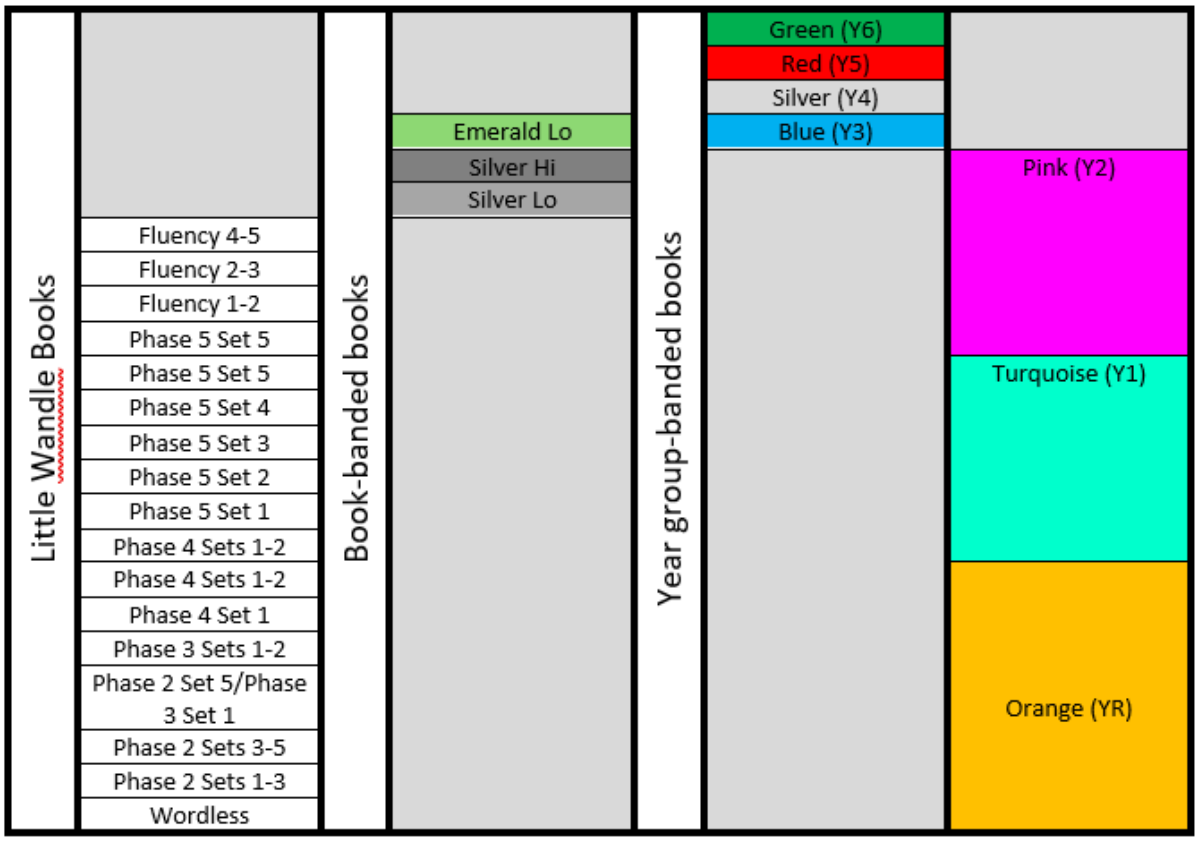
Phonics books	Phonics assessments	Book-banded books	PM Benchmarking	Year group-banded books	FFT Reading Assessment	Years R – 2 Reading for Pleasure books alongside decodable/book-banded reading book
	On-going teacher assessments Termly NFER assessments					

Reading across the Curriculum

Vocabulary and oracy are being embedded across the curriculum. Pupils are taught key vocabulary throughout units of work across all subjects, and are given the opportunity to orally rehearse new vocabulary in context. Pupils have access to quality texts in all subjects.

Reading for Pleasure

Once children have completed the Little Wandle phonics programme, children take home books which are appropriate to their current reading level and are expected to read frequently at home. Our approach to reading books is outlined here:



They are also listened to on a 1:1 basis in school. Alongside this, children take home a reading for pleasure book. This is a book they have independently chosen from the book area in their classroom. This book is for the children to enjoy with their parents at home and is not necessarily a book they can read independently; the purpose of this book is to foster a life-long love of reading.