

Stoke Prior Primary School
Statement of Intent, Implementation and Impact
Early Reading Curriculum

Intent

At Stoke Prior Primary, we believe that Reading is a fundamental skill which enables children to access all areas of learning, ensuring they can make progress and succeed.

Our aim is for children to view reading as an enjoyable and worthwhile activity and develop a love of reading at school and at home. Pupils will be both independent and reflective readers who can read fluently and for meaning.

Our curriculum is designed so that, alongside reading for pleasure, children develop the ability to use their reading skills to research and gather new knowledge and understanding.

Implementation

EYFS Class

Learning to read is one of the most important things a child will ever learn, it underpins everything else. So, we believe in putting as much energy as we possibly can into making sure that every child experiences many different types of books and lots of books each day, from the very start of their learning journey with us at Stoke Prior. This will help to begin to develop a real love of books and reading in each and every child. Leading onto a desire to want to read for themselves and get lost in a book.

Children experience a wide range of picture and non-fiction books in the classroom provision, helping to create a language rich environment. These include recipe books in the role-play area, information books on people who help us, how we did washing in the past, construction books in the construction area, outdoor book den, indoor story den, stories we have listened to in class with puppets to perform and retell the story, online books to listen to, books on different artists, etc and a story mountain format for them to use in the indoor story den to base their own stories on.

The children in Monkey Puzzle Class have daily class reading sessions, where questions are asked and answered about the story focussing on comprehension and new vocabulary. The children can vote for which story they share at the end of each day at story time and give their reasons. The books cover a range of authors, different types of stories, poetry and information books. The classroom has an attractive story den (indoors and outdoors) where children can access a wide range of books, both fiction and non-fiction and can listen to stories using headphones to help embed their love of books, stories and reading.

As soon as they start school in Pre-school or Reception the children in Monkey Puzzle Class begin learning Phonics, following the Twinkl Phonics scheme from level 1-4. After an initial baseline assessment, they receive phonics sessions every day building up to 40 mins. Regular assessments during phonics sessions identifies those who are struggling to grasp key elements taught and they receive additional 1-1 phonics sessions.

In Pre-school they choose a book from our school library to take home and share with their family. The book is regularly changed and staff discuss with the children why they chose the book, what the title of the book is and what they think it might be about. They begin to learn that print has meaning and as soon as they can decode small words (Level 2 in Reception), they are given an individual decodable reading book from the Rhino Reader scheme or an equivalent levelled book from the Oxford Reading Scheme. The children share their individual books with an adult in school at least three times a week and are also encouraged to share the books with an adult at home several times a week. Each child has a reading diary that staff and parents write in so they can keep in touch with how the child is getting on with their reading. Those children that require additional support are heard read every day, the focus being on the lowest 20%.

As well as phonics, the 'Twinkl Phonics' scheme (from Reception onwards) teaches the children 'Tricky Words'- high frequency words which do not follow the regular phonetic pattern. The children take home a pencil case with tricky words in linked to their Phonics level. They are tested on these words regularly. Those who are doing well with their reading are able to choose an extra book to read from the Oxford Reading Tree scheme (appropriate level selected by the teacher) to encourage a love of reading.

We have a private Speech and Language Therapist who attends school once a week. She will assess any children that we are concerned about with regards to speech and language and then she works with the children in 1-1 therapy sessions every week. Activities are sent home for the parents to work on with the children and we also work on key skills with them in class.

We have a set of 10 Story Sacks (fiction and non-fiction) full of exciting activities linked to a particular book. The children get to take home at least one Story Sack each term. They have the sack for a week to allow them to share the activities with their family. There are a group of volunteer parents that oversee the making, repair and update of the sacks.

There are also phonic/reading/writing activities within the indoor and outdoor environment available for the children to explore independently throughout the day. This provision is also supplemented by a wide range of speaking and listening, English, spelling and grammar activities. Strong links are made between reading and writing so that skills and strategies can develop between the two.

We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside the phonics sessions 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.

Children from Key Stage 2 regularly join the EYFS class to read to the younger children. They choose stories together, listen to and discuss the story in pairs. We also have a reading morning where parents come in and share books with their children and they can choose to read a book to the whole class. We regularly invite parents in to do story time at the end of the day to show the children that adults have a love of reading too. The adult will choose the story they want to read and will talk about why they like the story. They will ask the children if they can predict what will happen and discuss the story afterwards.

We have visiting authors/ illustrators, books fairs and drama productions. We take the children to the theatre to see productions of stories.

Impact

The RBA (Statutory Reception Baseline Assessment) is completed within the first 6 weeks of the children being in school. We also complete our own baseline assessment based on observations and small, quick focussed activities.

The staff continually observe the children within their play and within focussed sessions making judgements on children who need to be moved on or those who need extra support.

We follow the Twinkl Phonics scheme assessment timetable and complete an assessment of skills to identify any gaps in learning. Additional support is then quickly put in place.

At the end of the Reception year the teacher decides a best fit level for the children on the Early Years Profile. They will either achieve the expected level in Reading or they will be emerging into the expected level.

The Reception teacher discusses all children with the Key Stage 1 teacher regarding phonics and reading to allow a smooth transition and continued learning at the correct level for each child.

Key Stage 1 Class

During Key Stage 1, the children continue to follow the Twinkl Phonics scheme (Year 1 Level 5 and Year 2 Level 6) and take home Rhino Reader books or an equivalent levelled book from the Oxford Reading Scheme, that match their phonic ability. They also move from the decoding stage to comprehension during KS1 and therefore also continue to choose and take home a book from an appropriate level of the Oxford Reading Tree scheme and other sets that match ability and interest. Some children progress onto ready readers and then onto free readers which they can choose from our school library. They are overseen by a member of staff to check the books are the correct ability level. They are shown how to read a blurb and check level for ability and interest.

The children read to an adult during Phonics sessions every day and read their Rhino Reader books/ reading for pleasure books at least twice a week in school. Those requiring additional support are heard every day, again the focus being on the lowest 20%. Children are

continually assessed using the Rhino Readers Progression Checklist for the GPCs and tricky words which link to the reading levels. From this, we precision teach to help with retention of sounds and words when needed. The use of Tricky word pencil cases are continued through Level 5.

Coloured overlays and reading rulers are used to support children with their reading, along with Speech and language assessments that are completed with children using a private Speech and Language Therapist, that visits us each week. If it is deemed that a child would benefit from regular therapy they have weekly sessions with the therapist, activities are sent home for the parents to complete with their child and skills are practised in class too. Each child has a reading diary that staff and parents write in so they can keep in touch with how the child is progressing with their reading.

The children continue to follow the Twinkl Phonics scheme and cover Level 5 in Year One and Level 6 in Year Two. They have daily sessions where they continue to learn new sounds and practice segmenting, blending, reading and writing. They complete the Year 1 Phonics check at the end of Year One. Any children who do not pass the Phonics Check at the end of Year 1 proceed to phonics intervention and reading support in Year 2. This could be in small group or 1-1 sessions.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to achieve the goal of being a well-rounded reader. When pupils are secure word level readers, reading is developed during whole class and adapted guided reading sessions, using high quality texts and focussed skill teaching. Strong links are made between reading and writing so that skills and strategies can develop between the two. Children read and enjoy high quality fiction, non-fiction and poetry, which are linked to topics across the curriculum where relevant. The application of reading skills are planned for across the curriculum with skills and strategies being applied in other subjects such as Science, Topic and RE.

In Year 2 those children that have passed their Phonics Check continue onto learning spelling rules through Twinkl Phonics.

The class teacher shares a book with the class at least three times a week for pleasure, to excite and engage children and to expose them to a range of genres. They focus on retrieving and inferring information from the text, discussing characters and plots, making predictions and summarising events and themes. The class also has an attractive reading corner where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading. They are encouraged to take home one book from the reading corner or library to share with their families.

Through phonics, spelling, guided reading and whole class reading, vocabulary linked to the text is focussed upon. This helps them widen their vocabulary bank. Key vocabulary within text is reinforced daily across appropriate curriculum areas to ensure it becomes embedded and children gain the ability to use it within spoken/ written language as appropriate.

Children from Key Stage 2 regularly join the Key Stage 1 class to read to the younger children. They choose stories together, listen to and discuss the story in pairs. We also have a reading morning where parents come in and share books with their children and they can choose to read a book to the whole class. We regularly invite parents in to do story time at the end of the day to show the children that adults have a love of reading too. The adult will choose the story they want to read and will talk about why they like the story. They will ask the children if they can predict what will happen and discuss the story afterwards.

We have visiting authors who read their own books and also show them how to illustrate stories. They answer lots of questions and inspire the children to read and write stories. We also have visiting book fairs and drama productions. We take the children to the theatre to see productions of stories.

Impact

The Key Stage 1 teacher will discuss all children moving into Year 1 with the Reception teacher to make sure there is a smooth transition and reading and phonics skills can continue to be taught at their own individual level.

The children are assessed continually through their teacher's ongoing formative assessment and Twinkl Phonics assessments following the Twinkl Phonics timetable and if the teacher feels intervention is needed, they will discuss it with the SENCo.

Those children who have interventions are monitored by the class teacher and SENCo each half term.

Reading levels are tracked each half term and progress is discussed with teachers and TA's involved. Regular comprehension tasks are completed and results tracked. Reading of Year 1 and Year 2 exception words are assessed during the Spring and Summer terms as well as reading speeds for year 2. This means that all the staff have a good understanding of progress, opportunities for interventions and continued assessment of the impact of interventions.

At the end of Year 1 the children take part in the Phonics Screening Check.

At the end of Year 2 the children are assessed in Reading as part of the KS1 optional SATs and also Phonics rechecks are taken.

KS2

Children in lower KS2 that didn't pass their Phonics recheck continue to be supported with phonics and reading. They regularly read to an adult and have small group focussed spelling/phonics sessions.

There are close links between KS1 & KS2 at Stoke Prior Primary. As we have mentioned the older children regularly read to the younger classes to help inspire them and ignite a passion

for books. It also helps the older children gain confidence and fluency with their reading skills. We also encourage parents to come in for reading mornings, sharing books with the children.

The older classes visit Hay festival each year and have regular author visits, book fairs, drama productions and theatre visits.

Reading interventions are continued into KS2 for those in the lowest 20%. Reading common exception words and high frequency words on a regular basis, practising them in a multisensory way and also completing more formal interventions such as Toe-by-Toe and precision teaching. Also 1-1 or small group phonics sessions continue for those still struggling to reach the required standard. They will follow the Twinkl Phonics KS2 intervention. Twinkl Phonics resources such as sound mats are readily available for the children to use. Coloured overlays are used and reading rulers as well as Speech and Language assessments and therapy.

Ready readers and free reader books continue to be read in class and taken home. In lower KS2 the children continue to read to the teacher/TA/Volunteer once a week. The children choose fiction and non-fiction books from our well organised library. The children are aware of which section of the library they are to choose from. They can also read chosen books from home. In the upper KS2 class they have a special book collection of ready readers for older children on a book stand and a class library that contains fiction and non-fiction books as well as comics and poetry. More able children are given support to choose books that will stretch them.

The children have regular reading comprehension tasks and their results are tracked. Extra support is put in place where needed.

The children have a record of books read and are encouraged to read books by different authors and genres (Book Bingo). They also have reading/homework diaries that go home so parents and staff can monitor and communicate about the children's reading progress.

The class teachers read a class book to the children at least three times a week, which models reading enjoyment, they discuss new vocabulary and key aspects of the story. They also have quiet reading time each day. The children complete book reviews on books they have read.

Reading as a means of obtaining knowledge and understanding in the wider curriculum is modelled and encouraged.

Impact

KS2 SATS

Reading ages are assessed twice a year

Ongoing teacher assessment. If the teacher feels intervention is needed, they will discuss it with the SENCo.

Those children who have interventions are monitored by the class teacher and SENCo each half term.