

Reading at Yarm Primary

At Yarm Primary, our intent is to provide children with a broad and balanced curriculum, which builds on their needs and prepares them for the future. We use a project-based approach to provide an engaging and purposeful context for learning where pupils are encouraged to apply the skills and knowledge in a range of subjects. We place emphasis on mastering key skills to provide a solid foundation for lifelong learning.

As stated in the National Curriculum Pupils should be taught:

- to read easily, fluently and with good understanding
- to develop the habit of reading widely and often, for both pleasure and information
- to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- to appreciate our rich and varied literary heritage

We recognise Reading to be a complex process and one that places great demands on a child's cognitive ability to draw on their prior learning and emotional willingness to take visible risks. The first and most important resources that young readers have are a strong foundation of spoken language; which we ensure is captured in our curriculum offer throughout school. Other fundamental principles to our approach reflect that children need to have experience of sharing reading for pleasure and purpose and opportunities to play an increasingly participatory role in reading alongside adults. They need to have knowledge of the conventions of reading, and understanding of the large and small shapes in texts. Children benefit from a repertoire of core texts which broadens as reading material becomes increasingly complex and wide ranging and will be able to respond to texts with increasing inference, long before they can decode fluently. A diet of high quality texts, rich in vocabulary with supportive features with strong shapes and tunes enable children to learn how to co-ordinate the use of phonic, semantic and syntactic cues as they become increasingly mature, independent readers.

Children are supported in developing their skills initially through a highly structured phonics approach that begins in nursery and follows through to the end of Key Stage 1. This is supported by the use of reading schemes where phonological awareness and word recognition is used and applied to begin to build a strong foundation for spoken language. The development of our approach is driven by a recent, robust internal enquiry. Our approach to guided reading is developed in phases leading to whole class implemented learning sequences in upper school. We intend to draw on the use of the CLPE 'Reading Scales' to inform our planning and targeting to support the accurate identification of the needs of all pupils and to plan future steps. Guided reading allows the children time to work in a small group with their teacher focussing on a book or text at their reading level. The teacher supports children's knowledge and understanding of what they have read during this time and models inference, comprehension skills, questions and answers as well as a wider love of reading. This is in addition to whole class sessions (in KS2) where texts are chosen to support topic themes and current affairs

Whilst we identify that attainment is high (as in statutory assessments) and has been rising over the past 3 years we reflected on our practice through an internal enquiry so that our way forward is evidence based.

Children across school access specific reading sessions regularly (typically daily); this time being consistently timetabled. The vast majority of children can explain how they record their reading and speak positively about it.

The use of a 'Reading Record' is typical across most of the school and pupils are clear what the expectations are around these.

Reading areas are visible across school with most classes beginning to visit and use the main library with increasing frequency.

Comprehension skills are evident in learning sequences and through pupil voice; answers are typically articulate and developing in complexity across phases.

DEAR time (Drop everything and read) is well embedded across school and is spoken about positively. A class reader is identified in each class, with a regular commitment to this initiative; which supports the focus on our Power of reading approach to curriculum development.

Children are able to share and readily identify that their teachers enjoy reading themselves. Making strategies to 'get unstuck' and move learning forward explicit are planned for and shared consistently across the team. 'Children continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy.' – CLPE
The dedicated time for the teaching of reading allows for the effective use of resources to allow for the needs of individuals to be better met and allows for engagement and sharing.

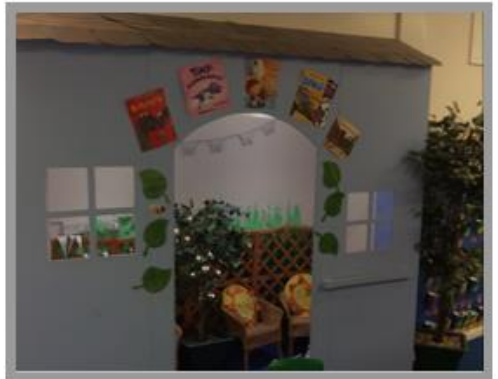
Key strengths within KS1 are the children's ability to clearly recall which books they read, how often they are changed and who they read with. Children are typically enthusiastic about reading - One child commenting that, 'it makes me relax'. Another saying, 'I get to learn new words and become lost in the story'...

Within KS1, the children access a curriculum, which develops comprehension strategies. They recall the plot of their stories and explain how characters show emotion from the imagery within their stories. The children show a clear and developing ability to, 'draw on illustrations, their knowledge of language and the world as well as the words on the page'. When simple inference questions are asked, the children typically respond well when discussing emotion and coherently offered suggestions. Opportunities to develop Prediction and summarising skills are evident. 'I think she's shouting because her mouth is open.'

Reading accuracy is evident within KS2 across the range of texts that children read. Pupils are supported to make appropriate choices and talk about their books in a range of arenas. Our intent is that the children are able to make great progress within their comprehension and fluency through the explicit teaching of reading skills and exposure to a wide variety of question types. A consistent approach to assessment and evidence gathering allows for evaluation across teams and the sharing of good practice. Furthermore, children are identified early with specific child-led interventions put in place to support accelerated progress.

Class readers are also shared with children, throughout school. This helps to develop a 'love of reading' and allows teachers to share some of their favourite texts with their class. These are typically captured on the whole school curriculum maps.

When we are able - our intent is that all classes visit the library (school and our local community library) on a regular basis, to support children in accessing a wider range of texts and for this enrichment to become routine. This is implemented through ensuring these activities are planned for and that libraries are accessible over some lunchtimes to allow pupils to read for longer if they wish. Pupil voice has shown that our children enjoy being able to visit the local library in the High Street, going for author visits, participating in national literary events and being given consistent time to develop their love of reading. The structure and frequency of DEAR time is an area of increasing consistency and supports reading for pleasure, which is a key strength of the phase. Our use of 'Power of Reading' as a vehicle for our topics, encourages children to engage with a range of high quality texts, often titles which are beyond their initial 'reach'. We have identified that stamina has historically presented obstacles to reading at a higher level and this is being addressed through the structure of lesson sequences. The typical structure of the sessions make learning and the role of the adult explicit; which is further supported by an emphasis on technical vocabulary being used consistently.



Whilst the majority of pupils are on track to reach age related expectations, there are some anomalies which have been explored through pupil progress meetings and actions identified.

To secure the offer we feel our children deserve, our most recent internal enquiry has identified a number of actions/questions:

- Further developing the library as a 'hub' for reading that encapsulates a love of reading and is seen as a comfortable reading retreat. Whole school competition to design a new display for the library. Y4 to coordinate and implement this with the winning child/children.
- Continue to ensure that guided reading provides for clear progression and the modelling/exposure of a range of question types consistently through phases.
- Further use and implement the results of pupil voice to ensure that the children are secure in their own understanding of the range of reading skills taught across school.
- Continue to develop DEAR time/intervention times across school to ensure that the individual targeting of children continues frequently.
- Share 'good practice' across phases (including evidence gathering) – staff meeting time given to the development / monitoring of this.
- Continue to share with the children a series of named fairy tales, rhymes and stories for each phase with these being embedded.

The long-term impact of the lockdown is unknown; however, it is our youngest pupils who initially seem to have the greatest impact on their securing of basic building blocks around the core subjects. They are a key part of our priorities and as such the timetable has been re-designed to include several short sessions of 'key skill' work every day. Interventions are focussed and staff have been deployed to work with identified groups on 'quick wins' with the intention that these will then support moving forward positively. Y6 have lengthened their day, with a daily additional input around comprehension and additional time for Reading for Pleasure; reflecting data shared during transition. This time seems to be having a positive impact and will be continued to support further disruptions to the daily offer in school. Moving forward we are using the outcomes research we undertook in school along with the perspectives shared by the English hub lead to shape our actions.

