



# The Seven Aspects of Reading

Our ambition is for every child to read by 7 using a synthetic phonics approach and to develop a love of reading for fluency and comprehension in order to access a broad and balanced curriculum. We do everything to make this happen.

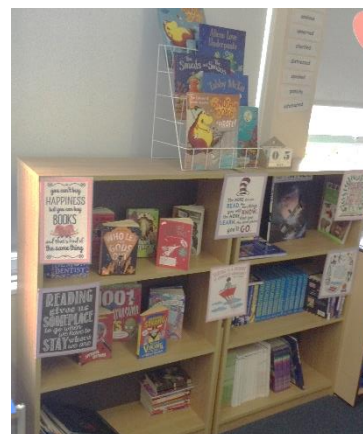
## 1. How well do we prioritise reading at St Michael's?

Reading is THE top priority at St Michael's. As a team, we place reading as the most important skill children will acquire during your primary school years and we strive to ensure all pupils leave St Michael's as confident, independent and lifelong readers.

Here are some of the things that we are doing in school to prioritise Reading:

- Reading is identified as a school priority in our School Improvement Plan with the vital importance of reading frequently shared with staff and governors.
- The priority and importance of reading has been shared with parents through regular updates.
- Our website has a thorough section dedicated to reading with support for parents and video links to show how we teach reading successfully at St Michael's.
- Significant investment has been made for books, intervention support and professional development of staff.
- The English Subject Leader (Mrs Carr) is allocated regular classroom-release time to monitor and develop reading.
- The Subject Leader has a separate folder for Reading, showing how it stands alone as a priority subject.
- At St Michael's we have built a strong reading team, where expertise can be accessed at all stages of reading development.
- The SLT and Board of Governors regularly discuss reading at Governor meetings.
- Our Literacy governor –Alison Burden–visits the school regularly to observe reading skills lessons and read with children from all year groups.
- Our teachers read to our children every day.
- We have timetabled daily RWI lessons (EYFS-Y2) and stand-alone VIPERS Reading Skills lessons. (Y2-Y6)
- St Michael's has a well-stocked library, which is a fantastic environment for children to enjoy reading.
- A variety of intervention groups, strategies and targeting is in place to give those pupils who struggle with reading the very best opportunity of 'catching up' with their peers.

- When you walk through our school, you will see clearly how reading is prioritised through reading displays in all classrooms, communal areas and carefully selected books available for all of our children.



## 2. How well do we promote a love of reading at St Michael's?

- St Michael's CP School has a systematic approach in place to ensure that we have outstanding promotion of a 'Love of Reading' throughout the school.
- Accelerated Reader (AR) primarily in Key Stage 2. Children are given 30 minutes to read each day for pleasure.
- Our School Leadership Team (SLT) have prioritised a 'love of reading', ensuring that children are read to daily and that story times are engaging.
- A well stocked library, with a significant yearly investment is available for daily use with to ensure children have access to a range of high-quality texts.
- Pupil Voice indicates that our pupils love visiting the library and are pleased with the range of books available (fiction and non-fiction). They are encouraged to recommend new titles.
- We have stocked up on books from current and popular authors.
- Every classroom has a well-organised area designated to reading.
- We are actively seeking to add new, exciting books to our Book Corners, when we can. Our children are so excited when new titles are bought- they cannot wait to be the first to read them.
- Class teachers read a novel or non-fiction book in daily designated story time, linked to our whole school reading curriculum (from CLPE). Teachers can also choose their own books to share with the children which they feel will be loved and enjoyed.
- Books that are being shared in class are displayed on the outside of classroom doors. This creates interest from the children in other classes. Additionally, all our staff have their favourite books displayed around the whole school.

- There are many reward systems in place that recognise children who love reading at school and at home, including certificates through progression in RWI groups and our much-coveted biscuit awards linked to Accelerated Reader with the aim to reach one million words!
- Reading progress is displayed and celebrated in all classes through words counts and reading at home rewards.
- We have dedicated sections on our school website to support parents with reading and the promotion of reading for pleasure.
- Parents are fully involved and supported in their children's reading development from day 1 at St Michael's School with our transition period being heavily focused on the importance of reading. This support is continued throughout the school with regular reading meetings with parents.




### **3. How well do we make sure that all pupils make good or better progress in reading?**

St Michael's School has many systems in place to ensure that all our pupils make good or better progress in Reading.

#### 1) How do we track progress?

- All pupils complete a baseline assessment on entry to reception class.
- Using the Read, Write Inc. (RWI) programme phonics is delivered daily and assessed continually against our progress tracker.
- RWI lead completes all assessments for consistency, informs teachers of progress and next steps, and groups children into RWInc groups with a reading teacher.
- RWI progress continues to be tracked into KS2 for those children who need phonics support.
- Accelerated Reader Star Testing half termly provides reading ages.

#### 2) What are our progress expectations?

- We expect all our reception children to have learnt all their set 1 sounds, be able to blend and ready to begin the ditty phase by the end of the Autumn term.
- We track phonics progress throughout KS1.
- Progress in YR are assessed using the EYFS framework. Pupils are expected to achieve ELG by the end of the summer term, making age appropriate progress throughout the year linked to progress in RWI.

#### 3) How do we support those who are not making expected progress?

- Children in EYFS/KS1 who are not making expected progress are quickly identified and afternoon additional RWI support is provided.
- Phonics continues to be a focus throughout the whole school with those children identified with gaps in their phonic knowledge receiving 3 x additional RWI sessions per week in Years 3 and 4.
- All teachers are required to provide a reading support programme for their identified lowest 20% of readers, which is to be reviewed termly.
- Reading Plus licences are available to those identified as falling behind. This intervention is provided 3x per week.
- Children who are identified as not reading regularly at home through our home reading tracking system are monitored on a weekly basis and additional reading support is provided and contact made with parents to offer support where needed.
- The English lead regularly has classroom-release time to investigate data and track progress.
- Updates and summaries are then shared with staff.
- The school SENDCo tracks SEND children. She collects in test scores and reading ages and uses these to assess progress, alongside regular classroom visits.

#### **4. How well do we check that pupils' reading books match the sounds that they can read?**

At St Michael's, we understand the importance of pupils reading books that are carefully matched to their reading ability. We have taken the following steps, in order to ensure that all our pupils are reading a suitable text:

- We teach reading using the Read, Write, Inc. (RWI) phonics programme and have invested in book bag books which are matched to the children's individual reading ability.
- In reception class their RWI book is their primary home reading book, which is selected by a fully training adult each week. They choose a book to have read to them by parents.
- Children in KS1 continue to have RWI books bag books as their primary reading book in line with their reading development on the RWI programme. Additionally, KS1 children are able to take home reading for pleasure books which the children can choose to enjoy with an adult.

As children complete the RWI programme, they will be assessed for Accelerated Reader (AR). AR is an online reading programme which fosters motivation, engagement, and a love for reading by matching students with reading suggestions aligned to their interests and at the right level of challenge. All of our library stock is aligned to AR. Children have the facility to independently change their books on a daily basis, when they quiz successfully.

Those children who are identified as requiring additional phonics support in KS2 will continue to have RWI book bag books as their primary home reading book. These books will be matched to their ability once per week and selected by a trained adult.

- All children have home/school diaries which are checked in school daily. It is expected that all children read at home every school day. Reward systems are in place to support this.
- Parents are provided with support to engage with their children's reading through the school website, instructional videos, reading meetings and individual consultation with teachers if needed.

Teachers use a variety of assessment tools in order to check that reading books match well.

- Continual RWI assessment.
- AR Star testing.
- Termly comprehension tests.
- Regular 1-1 reading with children and listening to children in daily VIPERS lessons.
- Parents encouraged to read at home and comment in the Reading Record.

## 5. How do we teach phonics from the start?

Children begin learning letter sounds on entry to Reception, once we have complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.

Following the RWI system pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

First, pupils will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters digraphs: sh th ch qu ng nk ck
- Words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash.

Second, we will learn to read:

- Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy
- Words containing these sounds.

Third, we will learn to read:

- Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure as well as the sounds ue, au, wh, ph, oe, ie
- Phonics is discussed with parents in the Transition to School meeting and parents are given resources to support phonics at home.
- When Reception pupils have started school another meeting on supporting phonics is provided for parents.

## 6. How do we make sure that pupils catch up when they fall behind?

When children are 'falling behind', whether they have SEN provision or not, systematic steps are put in place to give these children the very best opportunity of catching up with their peers. There is an extremely rigorous assessment of Reading. Children who are 'falling behind' in Reading are flagged up immediately – through the use of pupil tracking, whole school progress tracking, summative reading tests or Reading Skills lesson assessments.

Here are some of the ways in which we target our provision:

- Children who are 'falling behind' are discussed on an individual basis with the SLT (Senior Leadership Team).

- All teachers are required to provide a reading support programme for their identified lowest 20% of readers, which is to be reviewed termly
- Children in EYFS/KS1 who are not making expected progress are quickly identified and afternoon additional RWI support is provided and delivered by fully trained adults.
- Phonics continues to be a focus throughout the whole school with those children identified with gaps in their phonic knowledge receiving 3 x additional RWI sessions per week in Years 3 and 4.
- Reading Plus online licences are available to those identified as falling behind. This intervention is provided as an after-school session 3 x per week.
- Children who are identified as not reading regularly at home through our home reading tracking system are monitored on a weekly basis and additional reading support is provided and contact made with parents to offer support where needed.
- 'Targeting' selected children to work with in Reading Skills (VIPERS) lessons.
- The English lead regularly has classroom-release time to investigate data and track progress.
- Updates and summaries are then shared with staff.
- The school SENDCo tracks SEND children. She collects in PIRA test scores and uses these to assess progress, alongside regular classroom visits and pupil conferencing.
- Provision Plans for SEND pupils.
- Communication with parents and carers – including termly reports and parental consultation meetings.

## Read Write Inc.



## **7. How do we train staff to become reading experts?**

We understand that it is vital to give everyone regular, high-quality INSET in order for all staff to be Reading Experts.

Termly Reading staff meetings delivered by the English Subject Leader, focussing on Early Reading skills and VIPERS skills lessons.

- Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. This may be a specific focus on the School Improvement Plan or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.
- The Headteacher and English Lead all monitor reading sessions and conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school.
- The reading lead monitors reading and offers guidance to staff with follow up actions.
- Lesson Visits and Learning Walks by the school SENDco, observing those pupils who struggle with reading and giving feedback to the adults involved with them.
- Communication of new strategies and ideas regularly shared by the Subject Leader.
- Early Career teachers have regular opportunities to observe and learn from other teachers.
- Monitoring of Reading Skills in English books.
- Whole-school Phonics training from external agency.
- Phonics Lead model sessions to those new to the Read, Write Inc. programme and accompanies new staff member to observe the teaching of Read, Write Inc.
- Other training opportunities signposted and available to all teachers, if necessary.
- Support with planning lessons given by the Subject Leader.
- Governors are fully informed of all staff training agendas and any identified training needs.