

## Reading and Literacy Development at St Mawes Primary School 2019-20

### Whole school reading

A reading rich environment is core, in which books are valued and promoted throughout the school - via the environment and daily activities. Latest quality books (and a wide variety of genre) are regularly purchased and pupils can request a book that is of particular interest to them personally.

Shared reading across the Key Stages and the buddy reading scheme encourages positive role models and a culture of cross age reciprocal learning. This is very popular with the pupils who love supporting each other in reading development and the pleasure of reading books is strong.

The school has gold level access to the county library service which termly replenishes our library and enables three boxes of science, humanities and arts books per term to enhance the curriculum. The pupils select the books to be changed and are responsible for the library.

Each term pupils are encouraged to participate in the summer reading challenge organised by library and we hold a special assembly. Our school also participates in book events and special reading challenges. Following pupil's debate on the reading bands, the scheme has been put aside and pupils have requested non-plastic rewards such as stickers, certificates and book vouchers. Pupil voice is valued and both Key Stages have offered their opinions on reading at school and home. A precis of this discussion can be seen towards the end of this document.

Reading at home is always actively encouraged and parents are supported with this by suggested prompts and questions to ask their child whilst they enjoy a book together. A copy of this is in the front of their reading record and is also at the end of this document.

Technical development is through quality phonics teaching, word recognition techniques, the Nessy online programme, a colour banded book reading scheme and the NELI programme. Regular written comprehension, using a wide variety of sources appropriate for age is available when ready. One to one reading time for pupils who do not have regular reading at home or require extra time is provided. The staff at the school are dedicated to quality consistent provision and have all been trained in phonics provision. The research documents on literacy from the EEF underpin our staff development and the interventions emphasised for Literacy. The whole school is considering how the meta-cognition approach can translate to classroom practise for reading.

### Reception / Early Years

An interest and a love of books is paramount to foster from the beginning. The school is a book and text rich environment with excellent access for quality books in all learning spaces. Daily access is arranged for story and book sharing led by an adult. Observing reading and sharing books ensures pleasure of texts but also helps the child learn the direction of text and understanding of contextual clues and discussion of pictures and narrative to promote good understanding of exciting vocabulary

Word recognition, matching and patterning letters are introduced, and the phonics programme begins in week one with daily games and rhymes. Activities are available throughout the day, reflecting the phonic focus and embedding the learning. The pupils and parents are introduced to the Jolly phonics songs and actions.

Parents and Volunteers are invited to a workshop to ensure they understand the sounds taught to support learning at home. Pupils take home readers with a phonics focus and these can sometimes be pictorial for discussion. When ready, the pupils begin the book band boxes and enjoy a library book. Daily reading is recorded in the home school reading book.

The development of clear speech and comprehension of vocabulary and sentence structure is also seen as a vital element to support reading skills. Pupils follow the NELI programme to ensure language skills are strong and the research carried out 2018-2019 demonstrated good development for the pupils engaged with this programme. Pupils may also follow a programme organised by the Speech and Language service (SALT) to assist with vocabulary, pronunciation and comprehension. Role play areas are provided and staff are trained in ways to question to enhance reading and speech skills.

'A minute of listening' resource is used to focus pupils listening skills. It has proved to be very enjoyable and a great vehicle to discuss sounds and listening skills.

### Key Stage 1

Shared group reading experiences occur daily and targeted guided reading with adults occurs several times every week. Pupils are exposed to high quality texts to expand their understanding of words and text structures. Access to high level discussion for the age is provided, accompanied by the pre-teaching of vocabulary for those who need extra support. A high quality 'class reader' is shared. This can relate to the topic but may be a request from a pupil.

Pupils are also heard regularly one to one and if parents are not supporting reading at home the school aims to fill this need and encourage the parents to support. Access to the library is weekly and pupils are encouraged to share books at home and be read to for vocabulary development and joys of books. Daily reading is recorded in the home school reading book.

The Nesy programme is available to support all pupils who require extra revisiting of phonics skills and it has been developed by the Bristol Dyslexia Association. It is a bright, comprehensive programme that assists with the basic technical development of reading in a very visual way.

More formal comprehension skills are introduced as the pupils progress, but discussion of story and books is prioritised. The CPG books for Year 2 comprehension provide a framework for practising written responses to questions.

A daily phonics session is provided developed from the LCP scheme. This is also linked to the spelling patterns explored. Pupils progress through the phases and are regularly screened and assessed. One to one support can be provided if needed.

Guided reading groups, supported by volunteers and teaching staff, give regular access to high quality discussion on texts and ensure those who need support with technical aspects can still access high level vocabulary.

Performance of narrative is regular to explore the structure, rhythm and sound of text. Pupils learn songs, play scripts and poetry to perform in class, assembly and community events. Pupils also have the opportunity to read aloud to peers and the community and are supported to achieve well and build self-esteem. Thus the curriculum emphasises the reading of a wide variety of texts shared with a wide variety of audiences.

### Key Stage 2

Listening skills are developed in music lessons and also with a 'minute of listening' and espresso news. Group reading with the emphasis on high quality discussion of key texts is vital to developing vocabulary and comprehension skills and awareness of text structures. These texts will cover non-fiction, biography, poetry, plays and narrative genres. Some will be key texts linked to the topic, others will be stand alone and are suitable for age grouping.

Pupils have access to a reading buddy; this enables the more advanced reader to embed skills whilst supporting the less advanced reader.

Daily personal reading opportunities are provided with time to change books. The class teacher provides discussion and reviewing of home reading weekly to promote whole class culture of reading. Daily reading is recorded in the home school reading book. Pupils are made aware of genre and authorial intent. Disadvantaged pupils or others needing support can access pre-teaching of vocabulary and other intervention programmes.

Comprehension skills are developed through discussion of texts, performance and film such as the BFI resource discs. Various comprehension resources are available for a variety of levels; looking at the development of inference and information retrieval.

Challenge for high achieving pupils is provided using stretch CPG resources and access to quality texts offered by the class teacher.

Pupils perform an annual musical/performance which involves reading and performing a play script - everyone has a speaking part. Throughout the year pupils also read to audiences in assembly and community events. Poetry is often performed with dance and drama.

#### Pupil voice - Reading in Key Stage 1

The pupils were asked about how they felt about the reading band system. They all said they liked being rewarded for reading at home.

Many of the children said they felt some children weren't always honest about their number of reads. They asked for a certificate and a display rather than prizes (especially plastic ones).

The children were asked how they felt about reading and they all said they read because they wanted to. One child said she reads because it helps her practice and she can then read harder stories as they were more fun and 'not for babies'. Lots of children agreed with this and some mentioned being able to read things when they were out and about.

One child said he liked reading but was finding it hard and would really like some different things to read such as comics. He felt this would help him.

To improve reading in the classroom the children asked if we could include more books in the staged boxes and not just 'Biff and Chip'. They liked the stories but would like to read about some other characters too. They asked if the shelves could be reorganised so they could see the books better and they were in sections so things like poetry books could be found easier.

#### Pupil voice - Reading in Key Stage 2

Some pupils no longer liked the reading band system and felt it encouraged them 'just to read for a plastic band'. They felt some pupils weren't always honest and that the large prize at the end caused

resentment. We discussed what constituted good home reading and there was a debate about whether it was number of pages read, the comprehension of the text or reading whole books.

Barriers to home reading for pleasure expressed by children were:

- Not enough parental interest from a few families
- Parents doing several children at once and not really listening
- Preferring to read to self
- Not being able to find the next book in a series
- Don't always like the books available
- Disliked the reading comprehension tasks for homework

Positive suggestions included:

- A better reward system linked to books. Eg, vouchers and certificates
- More sharing of great books with peers
- Using some fiver challenge money to buy favourite authors
- More buddy reading
- They would like personal reading challenges and rewards
- Subscription to more magazines

#### Assessment of reading

Being a small school, staff have a good knowledge of a pupil's ability and regularly hear the individuals read and answer questions. Teachers and teaching assistants use the following to make formative and summative assessments:

- The NELI assessments
- Phonic phases testing and participation
- Book band levels - fluency in reading and comprehension
- Observation of pupils reading during shared reading sessions, guided reading and performance situations
- 2 Eskimos diagnostic reading assessments
- Termly assessment using the PIRA papers/SATs
- Key performance indicators for reading against age expectations using a sample cohort against which the peers are considered

## Supporting your child read

We would be really grateful if you could report on any of the prompts below whilst listening to your child read. The prompts you use will vary depending on the age of the child and are shown below in a progressive order. Comments in their reading record will be really helpful to the school staff:

- Listens well and answers questions about the story
- Enjoys discussing the story
- Follows my reading with finger
- Reads selected words
- Finds matching words in the text
  
- Sounds out initial sounds well
- Is starting to sound out suffixes well (eg: ing, ed, ful)
- Accurately reads short vowel sounds (a, e, i, o, u)
- Accurately reads long vowel sounds (eg: ai, ay, ee, ea)
- Understands what a full stop is for and takes breath
- Can tell me what a '?' or '!' mean
  
- If the sentence has not made sense will go back and retry the sentence
- Is reading with good pace
- Is reading with awareness of vocabulary and likes to learn new words
- Can think of a synonym for a word
- Is reading with expressive voice
- Is reading with increased fluency
- Will persevere and self-correct
- Asks me to explain new vocabulary
- Records new words and checks next day
  
- Can tell me the genre of the book (science-fiction, fairy tale etc)
- Can tell me features of the text (has a lot of direct speech, personification)
- Can make a sensible prediction
- Shows empathy with the characters
- Can discuss the authors intentions
- Can relate to another story in similar style