
READING

Intent

At Mousehole School, reading is a top priority and is a key focus for our curriculum. Reading is led by the English lead – Alex Mullaney. It is our intention to ensure, that by the end of their primary education, children are confident, competent readers who enjoy reading a wide variety of texts. We therefore encourage all pupils to read for enjoyment, read-widely and that reading is a life skill that can provide a great deal of pleasure but also opens the door to accessing all areas of learning.

Implementation

How is early Reading prioritised at Mousehole School?

- In EYFS our approach to teaching Reading is phonics and early reading (Book talk)
- In EY and KS1 the teaching of Phonics happens daily using a systematic synthetic phonics approach. We use the structure of Letters and Sounds to plan progression in our phonics teaching and learning. Our phonics teaching starts from the beginning of the reception year or before for children who have spent time in our pre-school. All staff delivering phonics sessions are trained and teachers take responsibility for adapting resources and approaches to meet the needs of the children in their classes.
- In Reception there are carefully selected focus stories that are read to the children. Reception children will hear a story, poem or non-fiction text between two and four times per day, with each one lasting up to two weeks in-order to embed language patterns.
- In KS1 independent reading books are banded and assistance is provided for book selection, to ensure that children are able to practise their phonic knowledge and read the book fluently.
- Teachers and TAs are trained to deliver phonics teaching and are monitored by the English lead.

How are parents engaged in Mousehole's aim to foster a life-long love of Reading?

- Across the school, parent engagement is created through meetings, phonics activity guides and training of parent helpers.
- We engage parents in the beginnings of early reading by holding a phonics meeting in the first term for Reception parents we follow this up with class mnemonics and phoneme and tricky word learning sheets and flashcards which are sent home regularly.
- In KS1, parents are invited into class to help with Guided Reading sessions on Tuesdays and Thursday 9-9.30am.
- Reading records are used and provide another means to communicate with parents, with follow-ups in person when necessary.
- Parents are encouraged to use VIPERS question prompts to aid meaningful discussion around texts. These are stuck into every child's reading record.
- There are plans to create a *Reading Spine* that selects a number of key texts that each child should have read by the end of their time in that year group. This will be rolled out with a large parental involvement and event to kick-start the initiative.
- World Book day always involves parents and children in collaborative activities.
- Every child will, during their time at Mousehole School, be involved in the writing and publishing of a book, as part of a REAL Project final outcome.

How is Reading celebrated and a love of reading fostered at Mousehole School?

- Reading success and effort is celebrated in classes through rewarding those that show regular engagement with reading inside and outside of school.
- Older children regularly read to and hear younger readers.
- The library is visited once a week by every class.
- Every class has an informal and comfortable designated reading area available with a range of age related as well as Project related books to choose from.
- Every class has a text that is read to them daily. This is sometimes related to the REAL Project being worked upon but always chosen for its age appropriate aspirational vocabulary and writing style.

How is Reading taught at Mousehole School?

- Reading is taught through differentiated guided reading sessions and one-to-one child and adult reading sessions in KS1.
- Across the school, TAs use VIPERS question prompts from the Literacy Shed resources to encourage textual discussion.
- In KS2 reading is taught through reading lessons and differentiated group reads: 10.30am in Years 5 and 6 and 11.30am in Years 3 and 4.
- Where possible, whole class texts are used or classes are split by year group and read the same text with an adult leading the session. All children of the same age will read with the teacher and/or TA and will be given opportunity to read independently. With an adult also reading out-loud, all children, regardless of ability are able to follow the thread of the text and are exposed to the kind of aspirational age-related grammar and vocabulary that can often be missing in books written for lower abilities.

How is Reading monitored and assessed at Mousehole School

- Teachers have had a detailed discussion about the accuracy of assessments to date. Our teacher assessment usually aligns from class to class and this in turn aligns with statutory assessment test results
- Teachers and TAs are aware of the DfE reading expectations and end point for each Key Stage and year group. These expectations inform planning and next steps.
- Reading is assessed formatively through reading sessions, using a range of approved age-related comprehension questions from Twinkl, Classroom Secrets, Hamilton Trust, Pearson's Bug Club, comprehension text books and past SATS papers.
- Core stats is used for question level analysis and to discover trends in achievement amongst certain groups.

How are gaps in children's Reading attainment filled?

- Children in KS2 with gaps in their phonics knowledge currently receive extra support and small group catch up sessions.
- Intervention and catch up opportunities are provided on a one-to-one and small group basis for children in Reception and KS1 that have gaps in their phonics knowledge.
- In LKS2 children with lower reading abilities will read high interest ow ability banded books from the Project X and Bug Club range of books.
- Children working towards age related expectations in reading will be heard read by an adult at school at least 3x per week.
- In KS2, children who are not reading at home are given extra reading support with an adult and parents are consulted with to try and promote reading and support thme in their individual circumstances.

Impact

The Reading curriculum is evaluated through

- Analysis end point data
- Analysis of assessment information
- Subject leader lesson observations and scrutiny of practice
- Governing monitoring forums
- Head teacher lead whole staff work scrutiny

Data outcomes

Phonics

	All children (Nat)	Disadvantaged
2017	92.9% (%)	0%
2018	87.5% (82%)	NA
2019	73.3%	50%

KS1 Reading

	All children (Nat)	Disadvantaged
2017	92.9% (76%)	NA
2018	87.5% (75%)	100%
2019	73.3% (75%)	50%

KS2 Reading

	All children (Nat)	Disadvantaged
2017	93.3% (72%)	75%
2018	93.3% (75%)	100%
2019	95% (73%)	66.7%

KS2 Reading GD

	All children (Nat)	Disadvantaged
2017	73.3% (25%)	50%
2018	53.3% (28%)	40%
2019	40% (27%)	33.3%

Summary – Data. Improvements/focus/actions.

Achievement at KS2 SATS is consistently above local and national averages.

Attainment of PP children is generally in line with non-disadvantaged children but slightly lower. This is more noticeable in 2019 (only 3 children).

Analysis (inc any other focus groups)

Over the last 3 years, phonics results have been in-line with national averages. All year 2 retakes have been successful with secure scores.

There appears to be some underperformance of PP children. However, limited no. of PP children in KS1 in last 3 years mean that we intend to monitor the performance of the 2 PP children currently in year 1 (we expect them both to pass the phonics screening).

No clear gender issues beyond individual/cohort related needs.