



PADSTOW SCHOOL & NURSERY

READING OFFER

Padstow School and Nursery provides opportunities for children to develop as independent, confident, resilient, and successful, life-long learners.

Through the implementation of a broad and balanced curriculum, we aim for our children to have high aspirations and to make an active and positive contribution to their school, their community, and the wider society, now and in the future.

READING INTENT

Our reading curriculum is intended to broaden vocabulary and to expand knowledge. Reading underpins children's chances of success across the primary curriculum and we strongly believe in equipping children with the skills needed to read for purpose and for pleasure. With this in mind, our mission is to guide and support children's reading so that every child is reading at their age-related level and gains pleasure from reading.

English Leaders:

Early Reading and Phonics Lead – Mrs V Bruce

English Leads - Mrs H Thomson & Mrs K Whitford

At Padstow School and Nursery, we are passionate about reading and we feel that reading is at the centre of our curriculum. We believe in the importance of developing children's phonics skills as early readers, moving onto comprehension skills when the children are ready. We understand the importance of developing children's love of books and reading.

LOVE OF READING IS PROMOTED

The love of reading is promoted widely across both the school and the nursery.

It is in the nursery and Reception Class that the love of reading begins with learning nursery rhymes, songs, sharing stories and non-fiction books with adults.

Across the school and nursery, staff are enthusiastic about reading, which inspires children. Core texts are read daily to children by the teacher. This gives the teacher chance to emphasise their story voice and illustrate their excitement at new stories. The teacher chooses these books ensuring that the texts are of high quality and age appropriate.

Reading corners have been developed to promote a love of reading. Children are encouraged to take books home, therefore improving their vocabulary, fluency and excitement around reading. In addition to this, teachers take the time to discuss and recommend books in their book area, to encourage children to want to read them.

Parents are provided with ideas on how to support children at home with reading. This includes the phonics sounds and suggested questions to ask.

PHONICS AND EARLY READING: IMPLEMENTATION

Our School Leadership Prioritises Reading

The Head of School, along with other leaders, prioritises reading at Padstow School and Nursery. The Head of School meets regularly with the Early Reading Lead and English Subject Lead, to discuss priorities in training, analyse data and look at ways forward.

Phonics lessons are regularly monitored to check consistency across school. The Head of School gives the staff the time and opportunity for training.

Content and Sequence Supports Progress

At Padstow School and Nursery, all KS1, Nursery and teaching support staff are highly trained in delivering the Read, Write, Inc Phonic programme.

Information for parents, relating to the programme, can be found by accessing the following link: <http://www.ruthmiskin.com/en/parents/>

The programme has a strong focus on teaching children to know and remember more. Children are taught daily, in small groups, from Nursery upwards. Small groups ensure that all children are taught at their appropriate level, which results in good progress being made. The RWI programme supports the teach simply model:

- **Review/ Revisit-** Previously taught sounds and words are continuously reviewed and revisited at the beginning of every RWI Phonics lesson.
- **Teach Simply** – Children are taught a new sound following the same sequence daily.
- **Practice Thoroughly-** Children have the opportunity to practise reading the sound in words, including multi-syllabic words.
- **Apply-** Children apply reading their new sounds in alien words and in closely matched, phonically decodable books.
- **Assess-** Children are regularly assessed by the Phonics Leader. Teachers assess throughout the lesson to check that children understand. 'Spotlight children' (children who are not making as much progress as the rest) are sat in the focus of the teacher, to ensure they don't get left behind.

Although our intention is for children to 'keep up', not 'catch up', if the Early Reading Leader identifies that any children are falling behind, plans are immediately put in place to support catch up. If appropriate, some children are also assessed in KS2.

Children in Foundation Stage - Y2 have RWI Phonics lessons. In Y3 – Y6, if assessed as needing additional support, Y3 children can continue to have RWI lessons and fluency interventions are put in place for Y4 children. Fresh Start (a RWI reading intervention) for Y5 and Y6 is used for children assessed as being significantly below their peers.

Phonics

In the nursery, during the Autumn and Spring terms, the focus is on reading stories and rhymes to children to inspire a love of books. There is also a focus on phonological awareness that builds the foundation for the term before Reception class, when they are taught Set 1 sounds and picture cards.

Phonics is taught as soon as children start in Reception. We believe that a strong start in Reception has a big impact on children's progress and confidence in reading. By the end of their time in Reception, we want children to be able to read all of the Set 1 and Set 2 sounds in words.

Phonically Decodable Books

The focus is on language acquisition and listening to stories. As children begin Read, Write, Inc, children take home sound booklets to practise their sounds. Following this, children will be sent home with sound blending books. When children move into the Ditty group, they will take a matched phonic activity home with them. This continues, until children have moved securely off the programme. Books are changed regularly, so children have time to practise their phonics sounds, as well as building fluency. If children struggle with their fluency, extra fluency links are sent home to support them.

EYFS and KS1 online - the school uses the RWI Virtual Classroom videos for additional support.

As well as a phonically, decodable book, all children have the opportunity to take a library book home with them. This is to encourage parents to read to their children and to develop their vocabulary.

Staff are Early Reading Experts

All staff delivering RWI phonics at Padstow School and Nursery, from Nursery to LKS2, have been trained in RWI phonics. The school makes full use of the bespoke RWI Development Training days to ensure practice is kept up to date. All staff have access to the virtual classroom which provides a large range of training videos for each aspect of phonics. The Early Reading Leader directs staff to training videos and staff are given time to watch them. In addition to this, the Early Reading Leader provides both training and 1:1 coaching for RWI Reading Leaders.

Early Reading: IMPACT

The expectation is that all children will become fluent readers, having secured word recognition skills with a good understanding of what is being read, by the end of KS1.

By the end of Year 2, we expect our children to be skilled at word reading to ensure they can:

- Speedily work out the pronunciation of unfamiliar words (decoding);
- Decode most new words outside their spoken vocabulary, making good approximations of the word's pronunciation;
- Speedily recognise familiar printed words;
- Read books at an age-appropriate interest level, accurately and at a reasonable speaking pace;
- Read books, of an age-appropriate interest level, at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words;
- Effortlessly read most words and able to work out how to pronounce unfamiliar written words with increasing automaticity.

When Y2 children have moved off the RWI programme, they will be benchmarked on the Accelerated Reader system and, in class, work through the Comprehension Scheme.

Pupils Falling Behind Catch Up Quickly

The Reading Leader quickly identifies children who are falling behind and discusses them with the class teacher. Children are generally assessed every half term, but can be assessed sooner than this if the Early Reading Lead, Reading Lead and/or class teacher deem it necessary. Focus areas are identified and tracked interventions put in place. Parents/carers are kept informed of this.

KS2 READING CURRICULUM - IMPLEMENTATION

Accelerated Reader:

From Year 2 – Y6, pupils join the Accelerated Reader programme. The programme assesses children's reading level enabling them to know which range of books, at their ability level, to choose from. Once they have read a book, children can complete a quiz, or a corresponding vocabulary quiz, which earns them points towards a target. Teachers track the progress of children and monitor their reading habits. The programme helps guide readers to books they can read successfully. Children are not limited to reading books within their range.

Guided reading:

Comprehension skills are taught in whole class guided reading lessons, using the VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising) system. During these lessons, children are taught how to retrieve information from the text, discuss the meaning of new vocabulary, answer inference questions, predict what will happen next and sequence events. These skills are then applied during individual reading sessions with the class teacher and teaching assistant. Explicit teaching of reading comprehension takes place for 35 minutes daily in KS2.

In English, units of lessons are organised around high quality, high interest texts. The texts might be from a specific book, play or poem, or a specific genre such as journalistic writing. A good-quality text provides opportunities for children to meet objectives drawn from across the National Curriculum for English. Whole class teaching and individual reading sessions provide opportunities for learning and reinforcing. Whole class texts are carefully selected by class teachers; these are also high-quality texts that are age appropriate.

Reading fluency is something we want all our children to achieve. We teach and assess fluency as part of our ongoing assessments. If children are not fluent, interventions are put in place.

IMPACT KS2

By the end of LKS2 we expect our children to:

- Have decoding skills that are secure.
- A developing vocabulary.
- Be independent, fluent and enthusiastic readers who read widely and frequently.
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction whilst learning to read silently for a sustained period of time.
- Be developing their knowledge and skills when reading non-fiction across a wide range of subjects.
- Be able to justify their opinions independently about what they have read.

By the end of Year 6 we expect our children to:

- Read sufficiently fluently and effortlessly, with understanding at an age-appropriate interest level, in readiness for their transition to secondary school.

In addition, we expect our children to:

- Develop a love of reading that feeds their imagination.
- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live.
- Have developed a vocabulary beyond that used in everyday speech.

- Have developed an understanding of nuances in vocabulary choice.
- Be able to use an age appropriate, academic vocabulary.

Parental Involvement

Involving families is an important part of our reading culture. Results of international reading studies have shown that children who are supported in their reading at home are more likely to enjoy reading and tend to achieve more highly at school. We want our children to read at home through choice. For this to happen, we engage with families to extend the culture of reading that the school has developed.

Our aim is for children to read at least five times a week at home with parents / carers / extended family.

Reading for Pleasure

Research shows that reading for pleasure has a positive impact on children's attainment in reading assessments. Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. They also have more positive attitudes towards reading than peers. The advantages of reading for pleasure go beyond academic achievement:

'Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'.

Reading for Pleasure: A research overview, National Literacy Trust, 2006

At Padstow School and Nursery, we promote reading for pleasure. We do this in the following ways:

- Every adult is an advocate for reading and often recommend their own favourite books to children.
- Reading and books are at the centre of the curriculum.
- Every half term, each class studies at least one book as part of their English lessons. This is an age-appropriate text that is rich in vocabulary and content.
- We plan in time for all children to read independently, read aloud and be read to during the school day.
- We arrange visits from authors and poets in school and take advantage of any online opportunities to listen to famous authors.
- We celebrate World Book Day and attend annual literacy festivals.
- Use a 'core text', reading for pleasure to their children daily. This gives all children the opportunity to listen to new vocabulary and get lost in stories.

IMPACT

As a result of a well-structured whole-school progression, from Nursery to Year 6, a variety of engaging reading resources in place, a structured, progressive RWI system and many independent reading opportunities. We aim for every child leaving Padstow School to have a love of reading, to be confident talking about books they have read, authors they enjoy and books they would like to read.