**READING**

*If we teach children to read, we can give them the world*

***Background research***

Research indicates that Dialogic Book Talk in Early Years has an impact on children’s Reading, Understanding and Speaking assessments at end of EYFS. TPAT research on this was presented at conference 2017 and at specific EYFS meetings*.*

Research published on the EEF toolkit suggests that high quality phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), especially when taught to younger children. At Sennen we place a high emphasis on high quality phonics systems that are embedded in a rich literacy environment for early readers.

**Intent**

At Sennen School, reading is a top priority and is a key focus for our curriculum. We place a high emphasis on mastering phonics as early as possible and prioritise building children’s vocabulary and knowledge of language.

It is our intention to ensure that by the end of their primary education children are skilled and passionate readers, reading for pleasure as well as to improve their learning.

Books are carefully chosen to provide a balance between classic texts; and new and award-winning books. We acknowledge that we are a very remote community and so we aim to expose our children and the wider community to culturally diverse texts to stimulate conversations and develop curiosity.

We continually develop our vocabulary and retrieval skills across the curriculum to enable children to learn more about the world around them through text.

We therefore encourage all pupils to read widely across a range of texts, develop a love of reading and use it to build their knowledge across the curriculum. We promote comprehension/inference skills, a rich vocabulary and make links to the wider curriculum and world. For example, ‘Extreme Reading Challenge’ Spring 2019, development of ‘Reading Dens’, books as presents from Father Christmas each year, enrichment activities (author, Minack Theatre). The purchase of stimulating books is seen as a priority for the current budget and fundraising. Children are taking part in this and enthused by the new purchases.

**Implementation**

**Early reading & phonics**

* Phonics teaching begins in transition club and stay and play sessions with phase 1 activities being delivered. This has also been shared with pre school to encourage phase 1 activities to be embedded before they start school.
* EY/Y1 regular daily stories (5 a day)
* Secure systematic teaching of phonics
* Regular, targeted phonics support ensures pupils don’t fall behind.
* If a child does not meet required standard at the end of year 1, interventions with phonics trained TA take place to help them catch up.
* EYFS and Year 1 children experience intensive 1:1 reading which makes children independent and able to access reading for pleasure as they move into year 2.
* In EYFS our approach to teaching Reading is through immersive phonics and early reading (Book talk). Use of ‘Dialogic Book Talk’ prompts.
* In EY and Year 1 the systematic teaching of Phonics is planned using ‘Letters and Sounds’, guided by ‘Giant Phonics’ programme and supported with a range of ICT and other materials (Nessy, [www.phonics.play.co.uk](http://www.phonics.play.co.uk), Read Write Inc cards).
* Daily sessions take place, taught by highly trained staff. Parental involvement encouraged through learning of phonic sounds, spelling patterns and learning of common exceptional words, plus daily reading together. This continues in Year 2 until the children are secure enough to move onto the phonics spelling programme Spelling Planet.

**Whole School approaches**

* Topics incorporate rich texts that provide challenge, stimulation, high quality vocabulary
* Whole school continuous focus on vocabulary and retrieval provides the children with open access across the curriculum.
* Regular whole class stories across the school, sometimes linked to topics or following interests of children.
* Focus children are heard more regularly to ensure they make adequate progress.
* Progressive book banding used to ensure good book match with ability and children are encouraged to select from within this level.
* Newly refurbed library provides stimulating material and continues to be developed.
* Guided reading sessions take place regularly across the schools that address the next steps of the pupils. These take the form of whole texts, extracts, pictures or video clips.
* Guided / whole class reading sessions are used as a launch pad to story writing across KS2.
* Across Reception, KS1 and KS2 school whole texts are used for whole class teaching of reading using VIPERS to ensure reading comprehension. This ensures teachers focus on areas for development by selecting the VIPER most relevant to the children. The VIPERS are also used as a tool by the children to create independence when reading (teaching comprehension strategies adds 6 months progress EEF).
* Reading for Pleasure being developed across the school, including sessions where children read with those from other classes.
* Monitoring, intervention, systems for reading: Children are identified through on-going formative teacher assessment, individual reading assessments (reading texts, PIRA reading age tests, Target Tracker, Test Base) and next steps in learning are planned for. Additional interventions for recognition and blending the graphemes from Letters and Sounds Phase 3 and Phase 5.
* Vulnerable children receive more frequent individual reading opportunities and interventions through timetabled sessions with Tas or volunteer readers.
* Information is shared with parents through workshops, phonics awareness discussions and through links to books and spellings. Parents are invited to volunteer to hear children read individually. See proposals following reading conference: parents to be invited to regular ‘cosy reading sessions’ and story times with individual children and small groups.
* Any children not making the expected progress are quickly identified through assessment and tracking as above, monitored through Pupil Progress meetings (Teachers and TAs) are receive interventions as above. interventions/additional programmes e.g IDL (Dyslexia Intervention) programme, are put in place to help children catch up, especially with older children whose reading needs have been identified.
* Matching of books to phonics and reading skills and other areas of the curriculum. Recent investment in phonically decodable books and new high-quality texts matched to curriculum topics.
* Classrooms have reading areas/ links to topics/selection of books to match skills/free reader choices and support/class text/shared reading/guided work. ‘Special’ selections of books are aimed to inspire children to read for pleasure themselves. Children are encouraged to make reading one of their choice activities during break times.

**Impact**

The Reading curriculum is evaluated through

* Analysis of Phonics end results
* Analysis of assessment information
* Ongoing analysis of Phonics programmes e.g. Letters and Sounds, RWI, Phonic Bug.

**Data outcomes**

**Phonics**

2018 ALL pupils school 91.6% - National ( 82%)

Disadvantaged school 80%

2019 ALL pupils school 100% - National ( 82% )

Disadvantaged school 100%

**KS1**

2018 ALL pupils school 60% - National ( 75%)

Disadvantaged school 40% - National (75%)

2019 ALL pupils school 83.3% - National ( 82% )

Disadvantaged school 75% - National (78%)

**KS2 Reading**

2018 ALL pupils school 77% - National (75%)

Disadvantaged school 53.3% - National (80%)

2019 ALL pupils school 77% - National (73%)

Disadvantaged school 82.4% - National (78%)

**KS2 Reading GD**

2018 ALL pupils school 28.6% - National ( 28%)

Disadvantaged school 0% - National (33%)

2019 ALL pupils school 37.9% - National ( 28% )

Disadvantaged school 0% - National (31%)

**Summary** – Data. Improvements/focus/actions.

* Maintain high standards in Reading, as shown by most data higher than National results.
* Continue to support current Year 4 cohort (KS1 2018) with small class size, excellent teaching and interventions to improve their reading skills. (This cohort has a high proportion of disadvantaged children. They had 50% GLD at the end of EYFS.)
* Develop ‘Greater Depth’ activities for all children in the school, including more able and vulnerable children.
* Interventions and support for Disadvantaged children in all year groups. Phonics focus where this is useful. ‘Dyslexia Champion’ and Dyslexia Friendly School to be developed in the near future.
* Continue to develop ‘Reading’ as an exciting, meaningful activity in the school.