

Curriculum Leadership – Subject Vision

Subject / Curriculum Area: Reading

Vision

At Dovers Green we aim to foster a lifelong love of reading. We hope to develop a variety of reading skills so our children will develop into confident and fluent readers, who read for pleasure and meaning, and are able to express their preferences and opinions. We want children to use these skills in everyday life, but to also access other areas of the curriculum when in school. We hope to develop children's language and vocabulary through reading, which in turn will inspire their imagination and improve their verbal and written communication.

What does this subject area offer the Dovers children?

At Dovers we offer children the chance to become accurate, fluent and confident readers so they can access all other areas of learning. Primarily this is done through the teaching of systematic and rigorous phonics lessons using the Read Write Inc phonics programme. Children are taught key sounds and how to blend these to read words and are given plenty of opportunities to apply their learning by reading books specifically matched to their phonic ability. Children in our school are exposed to a variety of rich, high quality texts on a daily basis, taking into consideration challenge and progression in each year group. We ensure reading is part of every school day through exciting shared and guided reading lessons, one to one reading sessions and a daily story time.

How does this subject enhance the curriculum?

A lot of other learning relies on children having an ability to read. Success in other curriculum areas can be achieved more independently if children are able to read instructions for themselves and a wider variety of activities can be completed. Our learning environment encourages children to use their reading skills and if they can read they can use the classroom to their advantage. Giving children exposure to high quality vocabulary through carefully chosen texts encourages them to use this in their writing and enables them to express their thoughts more deeply, whatever subject they are learning.

What use is it to children later in life?

Reading is an essential life skill and all future learning relies on children being able to read. It is a vital form of communication, both in the workplace and at 'home'.

What are the main skills and knowledge (overarching objectives) to be focused on?

Children need to be able to:

- Use their phonic knowledge to decode words
- Read with fluency and pace
- Monitor their own reading by reading for meaning, structure and taking note of visual cues
- Notice punctuation
- Use expression to interest the listener
- Retell a story
- Answer questions about the book (comprehension)
- Take enjoyment from reading and acquire new knowledge
- Quickly recognise high frequency words in context
- Increase their vocabulary

Curriculum Leadership

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Intent

At Dovers we believe that reading is fundamental to lifelong learning and work alongside parents so that all children can reach their potential. We encourage children to develop a love of reading and to read for pleasure and offer them a range of texts to read. We teach children not only to decode accurately but also to understand what they reading and develop their vocabulary.

All children in EYFS and year 1 access daily phonics lesson following the Read Write Inc phonics programme. In year 2 those children whose assessment shows they still need phonics are given additional phonics lessons. These lessons teach phonics in a systematic and rigorous way ensuring that children are given opportunities to learn and build upon their phonetical knowledge and skills. There is plenty of opportunity to revisit prior learning too. Regular phonics assessment means that children are taught in streamed groups which match their phonics ability and these groups are flexible and fluid to reflect the progress children make. Those children in year 1 who have completed the RWI programme are offered additional guided reads instead and in year 2 they move onto the RWI spelling programme when assessment shows they are ready.

We also encourage reading for pleasure across the school by a dedicated daily 15 minute story time and this time is used to read a wide range of different texts. There is a suggested reading list for each year group with recommended titles across a range of genres but there is plenty of opportunity as well for reading other books following their children's interests.

There is a yearly book week which celebrates stories and reading for pleasure. All outside areas have a reading area and all classes have book corners. Books are often shared in assemblies. Twice a year parents are invited in to school where they have opportunities to read with their children. Children in EYFS and Badgers are taken to the library weekly and children in KS1 have library lunch where they can change their books. Parents can also change library books at the end of the day.

In all areas of the reading curriculum we take into account the children's differing ability and needs. Children are frequently benchmarked and assessed in phonics. Comments are also recorded in the reading folder and reading diary so that both parents and teachers are aware of what children are working on and their next steps. This enables teachers and TAs to know exactly what each child needs to work on during their individual read. Shared and guided reading are differentiated to support the less able and challenge the high attainers.

EYFS:

In the EYFS children are initially heard to read twice a week once by the teacher and once by the TA. In the spring and summer term one of these reads is replaced by a guided read. Both teachers and TAs hear individual readers and run guided reading sessions, taking it in turns each week. Objectives are taken from the EYFS framework to work on during guided reading.

KS1:

In KS1 children are heard to read once a week by either the teacher or the TA and they are heard by both over a fortnight. On the third week, Ladybird/ Butterfly words are tested. Either shared reading or guided reading is taught each week. Objectives are taken from Target Tracker to work on.

Badgers:

Children are heard to read once a week by either a teacher or TA. This is on rotation so they are heard to read by both members of staff. Ladybird and Butterfly words are tested once a week alongside each read.

How does it cater for PP/SEND and higher attainers?

The school offers the following interventions for PP, SEND or lower attaining children:

- All year groups- precision teaching, daily reads, additional phonics
- Year 1- The Early Literacy Support Intervention (ELS)

- KS1- The Better Reading Partnership (BRP)

We understand that our PP children may not have the same access to a variety of texts at home and also may not also get as much exposure to verbal stories as we would like. To cater for this our PP children have an extra weekly story time, where language rich texts are shared and discussed. The school also provides these children extra books to borrow or at times keep. PP children also have priority access to our 'Reading Dog' Boomer, which they love! When assessing children's progress in reading we look at our PP and SEN children individually and as a group to ensure they are making the expected progress and actions are discussed with SLT at progress meetings to support them if needed. They are always considered for reading interventions, such as BRP and precision teaching if we notice they are falling behind with their reading. If a child has special educational needs in the area of reading, this will be accounted for in their Individual Support Plan and they will be heard read daily. We are aware that not every child responds well to learning reading through phonics so we carefully consider the support provided for each individual. All children in school are assessed regularly in their phonics and reading to ensure they are sufficiently challenged as well as guided reading and shared reading lessons being carefully differentiated. More able readers are grouped together for guided reading sessions where they can access more difficult texts and work on higher level reading skills. RWI assessment ensures children who have a secure phonic knowledge move on to a spelling programme to continue their development. Reading mats (with differentiated objectives) and regular assessment ensure that higher level readers are being taught comprehension skills appropriate to their ability in individual reads.

Implementation

The national curriculum and EYFS framework is followed for reading as shown by the reading overviews which outline which statements should be taught when to ensure progression. Reading is taught discretely through the week in phonics, shared/ guided reading and individual reads. To support staff with teaching reading during individual reads reading mats have been created which relate to PM levels. These provide staff with focus objectives for each colour band. A question stem mat has also been created to provide staff with a range of questions to develop comprehension skills in all 5 areas (prediction, retrieval, inference, vocabulary and sequencing). There are a range of reading schemes followed in school and children are given a mix of these to support all reading skills. All children are given a RWI book which matches their phonics ability and the PM benchmarking scheme ensures that the other book that is given to children is also matched to their ability. Shared and guided reading are also carefully differentiated to offer the correct support to all children so they can access the learning.

All teachers are observed teaching reading during the year and planning is looked at termly by the English leads. Data is analysed at the end of each term and children who are not making progress are flagged and discussed as to how they can best be supported. Reading is discussed with the children to gain their opinions on reading lessons and books are monitored.

Gap analysis and the reading overviews are used to plan the statements being taught each term. A variety of texts are used to teach shared and guided reading and these are decided based upon the statement being taught. There is a list of titles to be taught across the year in these lessons to ensure a range of texts and genres are taught but there is also plenty of time to read books related to topics and children's interests.

To ensure that staff is teaching reading to a high standard training of guided reading and phonics is offered. There are also opportunities to observe others hear individual readers to share good practise and time at staff meetings to share new ideas and set expectations. Staff are expected to feedback about any courses that they have attended at staff meeting.

English network meetings are attended by the English leads and the MAT have established an English subject leader group to support each other. SESTA Leading lights have also been attended when they are relevant to reading.

ENGLISH POLICY
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Subject Leader: Hannah Edwards and Karen McDonough



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Rationale

At Dovers Green School we believe that being literate is a fundamental life skill and therefore an emphasis is placed on ensuring that children are taught the skills necessary to become proficient readers, writers and communicators. Learning to become literate develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations.

English is taught from Foundation Stage to year 2 to cover the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum at KS1. Every child has access to discrete daily phonics lessons until they have completed the Read Write Inc programme and then move onto the Read Write Inc spelling programme. There are daily opportunities for children to practise their English skills through a mixture of discrete English lessons and through other areas of the curriculum.

Aims

- To deliver an effective synthetic and systematic phonics programme where by children keep up rather than catch up.
- To deliver an oracy framework to enable children to speak clearly and audibly and to take account of their listeners.
- To encourage children to listen with concentration, in order to identify the main points of what they have heard.
- To give children the opportunity to talk for a range of purposes, including real and imaginary events, discussion, drama and reporting.
- To show children how to adapt their speech to a wide range of circumstances and demands.
- To teach children effective communication, both verbal and non-verbal, through a variety of activities, including the communication of their ideas, views and feelings.
- To help the children become confident, independent readers, through an appropriate focus on decoding, word reading and comprehension.
- To develop enthusiastic and reflective readers, through contact with an extensive range of quality and diverse reading material.
- To expose children to adventurous vocabulary through the books they read and the books read to them.
- To foster a love of books and reading for pleasure.
- To foster the enjoyment of writing and recognition of its value through writing for a variety of purposes, both fiction and non-fiction.
- To teach the children how to correctly form their letters.
- To improve the children's planning, drafting and editing of their written work.
- To teach the children to become accurate at spelling so they can focus on the composition of their written work.
- To use ICT and film where appropriate to support English work.
- To teach children how to re-tell stories using actions to improve vocabulary choice and story writing.

We will do this through:

Phonics

- daily phonics lessons for the children in EYFS, year 1 and those needing it in year 2 where children are taught to read and write using the systematic phonics programme Read Write Inc.
- tracking all children on phonics expectation grids to ensure they are meeting age related expectations.
- quickly identifying children who are working below ARE and implementing an appropriate intervention.

Spelling:

- through the discrete teaching of spelling rules in KS1.
- focusing on high frequency words.
- implementing the Read Write Inc Spelling programme for those who have completed the RWI phonics programme.
- developing the children's understanding of the patterns in language through the teaching of spelling patterns so that they can generate rhyming words, including pseudo- words.
- using mnemonics to teach tricky spellings.
- year 2 children having their own personal dictionaries where they can record new words or words they are struggling to spell.

Grammar

- weekly grammar lessons for KS1.
- through teaching the shape coding technique in all year groups to support children with sentence construction.

Writing

- using a range of creative approaches to meet the needs of all the children and to suit their varied learning styles and interests. This will include the use of visual literacy such as film, Pie Corbett's Talk for Writing structure, 'The Boxing Clever Approach' developed by Alan Peat, talk partners and role play.
- using the RAFT planning structure to ensure all writing have a clear purpose.
- planned, daily shared writing in every class.
- teaching assistants being actively involved in writing lessons by scribing the writing process or by recording ideas, words and phrases on the flipchart or working wall.
- the continual use of English working walls in KS1 to support the current teaching and learning.
- encouraging children to "have a go" when writing and not to 'dodge' words just because of the spelling. In shared writing, teachers and teaching assistants will model using dotted lines under spellings that they are unsure of and children are to be encouraged to do the same in their independent writing.
- in KS1, every child participates in at least one guided writing session per week with the teacher.
- children in Early Years participating in a guided writing session as soon as it is felt they are ready.
- teaching children how to form letters correctly using a cursive script and the RWI letters formation patter. Children in year 1 and at the beginning of year 2 receive discrete handwriting lessons. In Early Years children will be taught to join their handwriting if it is appropriate for them to do so in the summer term.
- all KS1 mainstream children having English targets so that they know what they are working on and what they have to do to improve. Early Years children and children in Badgers Class will be given targets when it is felt they are ready.
- providing each child with quality verbal or written feedback, and teachers use highlighting to assess individual progress.
- providing our SEN children with strategies and resources to support their sentence construction, such as cut up sentences, the use of Clicker, phoneme frames and colour coded sentences.
- yearly progression grids for each year group with progressive objectives for writing, reading, spelling, grammar and oracy.

Reading

- ensuring children are reading books correctly matched to their phonic ability (using the RWI scheme).
- access to high quality reading material, including new and diverse texts, Reading scheme books that have been carefully chosen by the teacher to match individual children's needs and interests.
- targeted books for each year group to read during story time and to use during shared reading lessons.
- individually reading with each child once a week following a three week rotation of reading to the teacher, to the teaching assistant and having their ladybird/butterfly words checked. This will be on a rotation.
- EYFS children having an individual and guided read once a week either by the teacher or the teaching assistant. In addition to a weekly shared reading session.
- children in KS1 assessing weekly shared or guided reading lessons.
- identifying children who need additional reading support and allocating them a correctly suited intervention.
- every class having a planned daily story time in which books and authors are chosen to ensure that children listen to a wide range of quality fiction, non-fiction and poetry.
- providing children easy access to a wide, diverse and varied selection of books to read for pleasure in our class book corners and school library which are updated regularly.

Oracy

- using specific oracy objectives, sentence starters, and roles for year group to ensure progression.
- having a Vocab Jar in each classroom, used to collect new and exciting words.
- ensuring that the children have access to quality role play opportunities.
- developing the children's confidence in using high quality language in both oral and written work through the following strategies:
 - 'Name It' - for example, if a child talks about a car, insist that the child names the make and model to add more detail and interest.
 - 'Push! Push! Push' - do not accept the first idea given, push the children for better quality language.
- pre-teaching key vocabulary across the curriculum.

ICT

- every classroom having an interactive whiteboard and a computer to aid English skills.
- children having access to iPads and LED boards. These can be used in conjunction with 'Clicker' to help early writers.
- using different types of recording devices such as tablets, story phones, and talking books on which the children can dictate and replay conversations, stories etc.

Monitoring

The teaching and learning of English skills will be monitored by the English subject leads and SLT through learning walks, lesson observations, planning, work sampling, talking to children and pupil data analysis. A termly subject report is compiled by the English leads and shared with SLT and teaching staff.

Assessment and Record Keeping

Assessment in English is an on going process. Work is monitored by the Class Teacher, Subject Leaders, SLT and the SENCo, in line with the Assessment Policy. Assessment data will be entered termly on Target Tracker on identified dates.

At Dovers Green School we aim to develop the full potential of all our pupils as confident, literate readers and writers. If children are to develop these skills, it is vitally important that they have a secure understanding of the letter sounds and spelling system of the English language. Phonic skills need to be developed in a systematic way, based on a staged approach.

Phonics Schemes

Phonics sessions are taught daily from the beginning of Foundation Stage to the end of Year 1, following the Read Write Inc phonics scheme. Once children are assessed they are streamed within their year group so that they are working with children of a similar phonic and reading ability.

Phonics Lessons

Phonics is taught in a variety of ways which always includes sounding out, decoding, segmenting and blending strategies. As well as following the Read Write Inc scheme we also give children the chance to apply their learning through fun and active lessons, which incorporate the outdoor area. Interactive resources and games are used and children are given the opportunity to rehearse sounds verbally and record them in written work.

Phonics sessions are structured to build on previous learning and introduce new phonic skills and subject knowledge. Sessions follow the revisit/review, teach, practise and apply model and include opportunities to develop speaking and listening, reading and writing.

Approximately 10 minutes for each Read Write Inc phonics lesson is dedicated to reading. During this time children will read a book that is correctly matched to their phonic ability. In addition to this, children will also take home a Read Write Inc bookbag book, which again is matched to their phonic ability.

Phonics in year 2

If children have completed the Read Write Inc phonics scheme and have passed their phonics screening test they are then ready to move onto the Read Write Inc spelling programme. Any children who are not ready will continue to access daily phonics lessons.

Phonics Assessment

Children are regularly assessed using the Read Write Inc assessment tools which allow for regular movement between groups and ensure children are being sufficiently challenged.

In June, all children in Year 1 undertake a National Phonics Screening Check. This check consists of 40 words (20 real words and 20 pseudo words) which all children will be asked to read. The focus of this check is to see if pupils can decode a range of words which they have not seen before.

Reading Schemes

We use a variety of reading scheme books to broaden the children's reading experiences. This allows children to access books which match their ability to use phonics to decode words as well as reading books which enable them to develop their comprehension and inference skills. Some of the schemes that we follow include: PM books, Songbirds, Oxford Reading Tree books, Project X and Collins Big Cat.

Whole class shared reading sessions focus on the understanding of vocabulary and comprehension skills. To support this we focus on the RIC skills: **R**etrieval, **I**nference and authors **C**hoice of language.

Ongoing Reading Assessment

Children's progress in reading is regularly monitored and they are assessed against the PM benchmarking scheme to decide if they are ready for the next level. Alongside keeping records of every child's 1:1 teacher led read we assess children on the reading and writing of Ladybird, Caterpillar and Butterfly high frequency words.