

# 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, 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

	<b>Current Situation</b>	<b>Vision</b>
<b>Vision and Direction</b>	<p>New LTP have been implemented for reading and this is ensuring coverage of statements. RWI is embedded across the school and the majority of children are making progress between groups.</p> <p>Reading for pleasure is celebrated through book corners, story times and book week.</p>	<p>I am clear that the reading overviews have worked for each year group and they are tweaked if needed.</p> <p>Pupil voice and observations will show that children have a love of reading and enjoy reading for pleasure.</p>
<b>Standards, Progress and Achievement</b>	<p>Most children are making progress in phonics and intervention is quickly put in place for children who are not progressing.</p> <p>There are many opportunities for children to read across the week and comprehension is linked to these texts.</p>	<p>I will have a better understanding of the different reading interventions that run so that I can recommend specific ones for children depending on their barrier. There is a structure to base comprehension off.</p>
<b>Quality of Learning &amp; Teaching</b>	<p>RWI observations have shown that the scheme is embedded across the school.</p> <p>There has been a big focus on guided reading/ comprehension work linked to children's reading ability to try and catch children up with lost learning due to COVID.</p>	<p>I need to do some guided reading observations and training on guided reading. I would also like to do some training on the use of reading mats and target setting to support individual reading. Staff will be clear and confident when delivering sessions for children who have completed the RWI programme.</p>
<b>Assessment</b>	<p>Phonics data is looked at half termly and I have begun tracking progress as well as attainment.</p> <p>Reading data was analysed after the autumn data drop and will be again after the spring and summer drop.</p>	<p>The gap will narrow between PP/ SEN children and others. I will have a better understanding of the different reading interventions that run so that I can recommend specific ones for children depending on their barrier.</p>

# Curriculum Leadership

Subject/Curriculum Area: Reading

'A book is a gift you can open again and again' - Garrison Keillor

## Intent

At Dovers we believe that reading is fundamental to lifelong learning and we 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 are reading and to develop their vocabulary.

All children in EYFS, Year 1 and those who need it in Year 2 access daily phonics lesson following the Read Write Inc phonics programme. 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. Half termly 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 who have completed the RWI programme move onto the RWI spelling programme or receive additional sessions on comprehension 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 children's interests. Books are read over a series of sessions to give time for children to properly explore the story.

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 according to PM levels 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 once a week. From Spring 1 children will either receive a guided read or individual read in a week. Objectives for guided reading 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, Nessler, RWI 1:1 tutoring, additional guided reading
- EYFS and KS1- NELI
- Year 1- The Early Literacy Support Intervention (ELS)
- KS1- The Better Reading Partnership (BRP)
- KS1- Literacy for All

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 receive a daily reading intervention. 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 (Year 2) or receive additional comprehension sessions (Year 1) 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.

## Mastery

### What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

### What is Mastery in Reading?

In the reading curriculum mastery is when a child is able to read fluently, with natural expression and fully understands the text that they are reading. A child would demonstrate enjoyment and passion for a wide range of books and actively choose to read a book for pleasure. They would be able to discuss a book in depth, drawing on their own experiences and other texts. Children would also be able to share and justify their opinion.

### How would a child's Mastery of Reading present itself?

Reading for pleasure- actively choose to read a book, share, discuss and justify their opinions, listen with enthusiasm to books and enjoy a wide range of texts

Word Reading- read fluently and with expression

Comprehension- answer retrieval, inference and sequencing questions with detail and using quotes from the book, be able to justify and explain their answer, discuss the meaning of words in context, make links between other texts and their own experiences.

## **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. 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 in RWI is held half termly and other reading training occurs as and when it is applicable during the year. 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. SESTA Leading lights have also been attended when they are relevant to reading.

## **Impact**

- Teaching approaches to reading and phonics are consistent across the school thanks to a whole staff training approach.
- RWI is now showing impact. Staff confidence in delivering sessions is far higher thanks to training and refresher sessions. Children have come up to year 1 with higher levels of phonics this year. RWI assessment shows the children are making rapid progress and improvement in spelling is more apparent in books. We will be able to compare data more easily at the end of this year as at present, because of two lockdowns, we have not had a full year's data to analyse. Children will also take the phonics screening this year, which has been cancelled the previous two years.
- Learning walks show high emphasis is placed on oracy and rich vocabulary and resources and displays in the classroom reinforce this.

We analyse the impact of our writing provision in school by looking at data, particularly end of year data over the three years.

### **EYFS:**

2017-2018 Dovers 85.7 % National 73.3%

2018-2019 Dovers 76.4 % National 73.7%

2019- 2020 Dovers 77% prediction due to Covid

2020-2021 Dovers 71% (Covid)

We normally sit comfortably above national. The last two years have been directly affected by Covid.

**End of Key Stage 1 results:**

2017-2018 Dovers 70 % National 70%

2018-2019 Dovers 76% National 69%

2019- 2020 (predicted) Dovers 73.8%

2020-2021 Dovers 49%

Covid has had a huge impact on last year's results with only 49% of children meeting expected. We expect this year to be different as 64% met expected by the end of year 1 and we know this will rise.

Writing continues to be an SDP priority, as Covid has had a big impact on this subject area.