

Early Reading & Phonics



The systematic teaching of phonics has a very high priority throughout the Foundation Stage, Key Stage 1 and beyond. At St Columba Major, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting, and blending skills.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills, so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home. Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

Covid Catch-Up Plans

RWI training bought into with development days
 Additional RWI resources purchased to ensure books match sounds – black and white books
 Accelerated Reader
 Additional Library books purchased- Equality & Diversity

Subject Lead:

Tracey Milsom

<p>Teaching</p> <p>Daily taught RWI lessons with children grouped according to ability All staff trained in RWI programme Year 2 Guided Reading lessons Class Novels in place – story-time planned for Regular exposure to poetry Key language identified Core texts lead Literacy learning Sequences of teaching and learning built for each component</p>	<p>Personalised Learning</p> <p>Quality First Teaching of reading and early reading skills Targeted intervention assessment data Differentiated Learning and Texts to meet needs of learners Pupils are aided to know and remember prior learning through retrieval practice built into learning sequences Groupings within class and across year groups and key stages Books matched to children's reading ability</p>	<p>Resources</p> <p>RWI programme Accelerated Reader Oxford Owl Teach your monster how to read (available on Ipads) Classroom book corners School library</p>	<p>Cultural Capital</p> <p>Broad range of texts and authors Equality & Diversity texts for all year groups World Book Day celebrated -</p>	<p>Assessment</p> <p>Formative assessments by all adults in all lessons to reframe learning (if required) Baseline Assessments RWI assessments – half termly or sooner Accelerated Reader STAR test and quizzes Rising Stars PIRA SATs Y1 phonics screening and Y2 retakes</p>
<p>Inclusion - SEND</p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions from Reading Leader and additional adults – either small group or 1:1. (part of COVID Catch Up plan) Books matched to reading ability</p>	<p>Curriculum Scope and Progression</p> <p>Exceeds the requirement of the NC through: - RWI - Accelerated Reader Component parts are sequenced to build on prior learning Reconnect lessons to fill any missed, rusty, or lost learning Wider curriculum links – Reading prioritised across the curriculum</p>	<p>Working as a Reader</p> <p>Focus on fluency and comprehension development Planned opportunities for high quality reading and story-time/poetry</p>	<p>Monitoring</p> <p>O-Track – formative and summative assessments Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets RWI and AR assessments</p>	<p>Outcomes</p> <p><u>2019</u> Y1 phonics – 85%</p> <p><u>2020</u> Y2 phonics – 88% <u>2021</u> Y2 phonics -90%</p> <p>2022 Year 1 – 83%</p> <p>RWI (current EXS+) EYFS – 90% Y1 – 74% Y2 – 60%</p>
<p>Disadvantaged Pupils</p> <p>Quality First Teaching Planned additional support from adults (and as required) Standards and interventions tracked termly by SLT and Reading lead Planned interventions as required Priority for reading volunteers</p>	<p>Transition</p> <p>Information and data sharing with class teachers RWI groups and targets shared with reading teachers and class teachers ½ termly Core Texts and Class novels mapped across the school – Pie Corbett's reading spine</p>	<p>CPD</p> <p>Beginning to timetable RWI training – KS1 staff and LKS2(Ruth Miskin) Weekly CPD updates Coaching weekly for Reading leads (RWI) Development Days with RWI specialist-actions and training given – termly.</p>	<p>Strengths</p> <p>Reading is high profile across the curriculum Consistent approach to teaching of early reading and then comprehension skills Working walls support learning (RWI) Assessment identifies children who need support and stretch Resources invested in so that books are high quality</p>	<p>Next Steps</p> <p>Continue to monitor reading for pleasure Development Day – RWI CPD to upskill staff Workshops for parents Reading provision maps for every class – updated termly demonstrating planned provision for lowest 20% readers Visits to the town library Visiting authors into school Economic awareness developed through: Children running book fairs</p>