



## The 7 key areas of reading at Princetown



### **Prioritising reading:**

- Reading is a high priority within the School Development Plan.
- Leaders and governors recognise that reading is a key skill that gives our pupils access to the wider curriculum and to life-long learning.
- Pupils develop and apply their reading skills across a broad range of subject areas. Topic boxes are ordered and provide books to cover a range of reading ages.
- A significant proportion of the curriculum budget is spent on high quality text.
- A rigorous systematic, synthetic phonics programme is delivered daily across the EYFS and KS1, selecting the most efficient approaches. Children are boosted in the afternoon by a learning mentor, teacher and teaching assistants.
- Pupils across KS2 have daily timetabled whole class guided reading sessions.
- Teachers deliver phonics in an engaging and motivating way that captures pupils' interest and attention.
- Leaders have identified the lowest 20% and these children are read with daily.
- Children in KS1 who have finished the phonics programme work on developing reading skills.
- In KS1, home/school records are checked daily and books are changed as required and in line with teaching assessment.
- In KS2, children have a home/school record which is checked and signed weekly. Reading books are tracked through our AR scheme.
- A class book is read daily.

### **Love of reading**

- Staff read to their pupils on a daily basis exposing them to a rich literary diet, covering an extensive range of authors, genres and periods.
- Half termly author focus.
- Class reading corners are stocked with high quality books for the pupils to access and enjoy.
- Every opportunity is taken to encourage pupils to reflect on and talk about their favourite authors and the books they have written. They are encouraged to recommend books to their peers.
- Children have the daily opportunity to spend time partner reading, quietly reading independently or 1:1 with a member of staff.
- The school library is regularly restocked. Children are consulted on the selection of books, both fiction and non-fiction. Pupils have free access to the school library. They also make frequent visits to the village library.
- The librarian from the village library visits and conducts assemblies and promotes reading pathways.
- There is a good range of non-fiction books available to support the units of study pupils cover across the wider curriculum.
- Individual children are presented with reading awards in weekly assemblies, celebrating their achievements.
- Children were consulted on reading prizes to encourage and reward regular reading.
- World Book Day is a key event in the school calendar and used as an opportunity for pupils, staff and parents to celebrate literature and share their favourite books.
- The school actively supports parents and carers with promoting reading at home by providing regular parent / teacher meetings, reading information workshops, information on the website and letters home.

### **Programme and Process**

- Pupils follow a rigorous and sequential phonics programme that introduces them to new letters and sounds step by step. This ensures that they accumulate sufficient knowledge and skills to be able to read with fluency, accuracy and understanding by the end of KS1.
- Engaging phonic books are closely matched to pupils' increasing knowledge of phonics and 'tricky' words. As children re-read the stories their fluency increases.
- The school's approach to early reading and phonics is designed to ensure that children experience a good degree of success in their reading from the very start.



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- Pupils' progress is regularly monitored through teacher assessments, termly data reviews and through the use of formal testing.
- As pupils become more expert readers they are introduced to the key skills of clarifying, questioning, explaining, retrieval, summarising and predicting.
- Phonics is the foremost strategy for decoding in early reading.
- The school's approaches to early reading and phonics show fidelity to the programme followed.

### Books match sounds

- Accurate assessment ensures that pupils are given books that match the sounds that they have been taught and are currently learning. As a result, they have the necessary phonic knowledge to decode unfamiliar words.
- Staff in the EYFS and KS1 are responsible for changing and / or checking pupil's reading books. Pupils in the EYFS and KS1 have their books changed when they have demonstrated reading for fluency. (Books should be read at least three times.)
- A significant investment in phonetically decodable books ensures breadth, avoiding the need for pupils to progress to harder books when they are not fully ready.
- Once pupils are assessed as coming off the phonics programme, teachers and support staff regularly update their reading books to ensure they are still able to fluently read their home reader for practice of reading skills taught within daily lessons.
- Guided reading books are selected carefully to challenge the reading of different groups of pupils in school.

### Phonics from the start

- Children start learning their letters and sounds after the baseline has been completed in Reception. Sounds are taught in a specific order. Regular assessment informs future planning and interventions. Constant repetition ensures that children embed the letters and sounds they have been taught in their long-term memories.
- Children quickly begin to apply their knowledge of letters and sounds to segment and blend words. They are introduced to a growing number of common exception words.
- Children's learning in Reception starts with the set 1 sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters digraphs: sh th ch qu ng nk ck.

### Catch up quickly

- Daily, ongoing teacher assessments quickly identify pupils who start to fall behind the pace of the school's phonics programme. There is a strong focus on early identification, intervention and support to enable pupils to keep up with the pace of the programme.
- Teachers and support staff are highly skilled in delivering effective support for the weakest readers using a range of proven strategies such as small group and one to one support.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school.
- Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven.
- Leaders ensure that the progress of the weakest readers is carefully monitored.
- Staff attend regular meetings with leaders to discuss and review the progress made by the weakest readers. Plans are adapted accordingly.
- Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.

### Early reading experts

- All teaching and support staff are trained in the school's approaches to early reading and phonics. This is a high priority when new staff join the school.
- Staff receive regular training updates and guidance on their delivery in the classroom to ensure that standards remain high.



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- The school regularly uses external specialist support to further develop and refine the provision for early reading and phonics.
- Leaders routinely monitor guided reading and phonics sessions and talk to pupils to ensure agreed approaches and consistency are applied across the school.