

Phonics: Read, Write Inc

Children at Shaldon Primary School begin learning phonics from day one.

Parents are supported to read and practise phonics at home through regular phonics workshops, leaflets and parent/teacher meetings.

We celebrate children's achievements in reading through open classroom events every half term and during our parent/teacher consultations.

Progress is tracked closely through our SSP tracking system.

We have a school phonics lead, Mrs Jones-Whyte, who observes daily phonics lessons and provides on-going professional development for the whole school.

We also benefit from our trust-wide Read, Write Inc lead, Miss Wills, who supports our CPD programme and audits our delivery of the SSP.



Reading for pleasure:

We promote this through...

Access to our new library (at lunch times)

Reading Raffle—Raffle tickets given out for effort and positive learning dispositions, to win new books every week

Accelerated Reader—certificates in assembly and celebrated in class, using classroom displays

Star Reader Certificates awarded for children who are most improved or working hard to improve reading

Reading Shed Parents coming in to the library to help their child choose a book

Fab 5 Class Novels: Poetry, Classical fiction, Culturally diverse fiction, emotionally powerful stories and stories with rich, lyrical prose. These are planned throughout year to enrich curriculum study—ie, linked to history/ geography etc.

Range of engaging books on display—brand new book corners in all classrooms!

Library events and visits

Teachers sharing a class novel at the end of every day is important in modelling teachers as readers. Parental engagement in helping children choose books is a likely indicator that a child will read for pleasure.



Shaldon Primary School

Reading Strategy 2023-24

Our priorities:

- 100% of pupils passed the Phonics Screening check at the end of 2023. Our target is for 100% of pupils to pass the check in 2024.
- Our catch-up programme will continue to target readers in lower key stage two, who may have passed the PSC, but who do not have the requisite fluency and confidence to fully benefit from reading across the curriculum.
- Our senior leaders view reading as their top priority. All of our leaders are working with an external agency to develop our own practice as reading leaders, to further embed a culture of reading for pleasure across the school.

Reading across the curriculum

Daily reading lessons, linked to our curriculum subjects. Targeted reading strategies have been adapted for each key stage, to address specific barriers that have been identified by teachers and our English Subject Lead.

KS1: Early reading, Daily Phonics and reading fluency.

Lower KS2: Echo Reading (fluency/confidence) and Active Reading (vocabulary acquisition/meaningful discussion)

Upper KS2: Booktalk and extended comprehension focus, linked to specific reading objectives for UKS2.

Teachers plan lessons and track progress against a clearly set out progression document, which identifies end points for every year group. This separates out and makes clear the expectations for Year 3 and Year 4 as well as separating out objectives for Year 5 and Year 6.

Progress is tracked by teachers listening and observing pupil discussion.

We add new vocabulary to learning walls and in our journals. Pupils are expected to use and apply these words independently.

We prioritise reading with disadvantaged pupils and those in the lowest 20% of attainers. These children are listened to reading at least three times per week and their progress is tracked and reported weekly.

Interventions we provide that support reading:

Speech and Language

Phonics interventions (daily)

Reading Comprehension

Pre-teaching (twice weekly)

Individual children targeted for additional 1:1 reading

Early morning reading interventions for specific children

After school reading booster groups for KS2, run by Deputy Headteacher and Headteacher

Catch-up support:

- **Read Write Inc Fresh Start Interventions, for pupils in key stage two.**
- **Daily additional catch up phonics**
- **Pre-teaching sessions twice weekly for lowest 20% in Years 2-6**
- **Adapted reading material for all foundation subjects, so that pupils can read widely across the whole curriculum.**

Progress is tracked by:

- **Half termly reading fluency checks**
- **Pupil progress meetings and flight path analysis (termly)**
- **ILPs track entry/exit data for SEND**
- **Precision teaching notes**
- **PIRA/Practice SATs/PSC and Phonics tracking against half termly/weekly milestones**
- **Book scrutinies and written responses to reading**