

Phonics: Close tracking and parental engagement are key!

Phonics Bug: Closely matched reading books to sounds learnt plus online books, games and engaging resources

- **End of EYFS: All of Phase 4 (Set 12)**
- **End of Year 1: All of Phase 5 (Set 27)**

Reading books sent home—changed every Tues and Fri. Should be read three times.

Year 2—some children still need phonics; even in Years 3 and beyond.

We use precision teaching to help these children catch up, together with reading interventions using Rapid Reader, or Fresh Start, depending on level of need.

Phonics taught daily in small groups. Target sounds and tricky words are also set as home learning.

Continuous provision is also set up to reinforce application of GPCs.

Progress is tracked with the phonics tracking document. Teachers highlight known sounds. Children are tested for their knowledge daily at the start of every lesson, with an overall assessment at the end of every half term.



Reading across the curriculum

Booktalk! Daily sessions. Research points heavily to the fact that when children **talk** about what they have read they are highly motivated to read more.

Mon/Tues/Weds—material linked to curriculum enquiry. Thurs/Fri—linked to class novel.

This means children will:

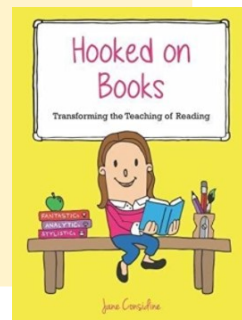
- Widen vocabulary and apply it later in writing
- Engage meaningfully in discussion—deepening comprehension
- Develop confidence in explaining and justifying a decision
- Be far more likely to read independently

Findings from our data suggest this has been highly impactful, **particularly with our disadvantaged pupils.**

The successes of Booktalk are many and the pre-teaching interventions are **ESSENTIAL** to it's success, so that **our disadvantaged readers** can access knowledge, vocabulary and meaningful classroom debate.

Progress is tracked by teachers listening and observing pupil discussion. They check responses to sentence starters when marking books as indicators of pupil comprehension.

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



Reading for pleasure: More likely if parents are involved

We promote this through...

Access to our new library (at lunch times)

Reading Loyalty Scheme—collect 5 stamps to win a book-mark and a certificate in assembly

Accelerated Reader—certificates in assembly and Wall of Fame

Star Reader—sharing a book with the class

Reading Shed Parents coming in to the library to help their child choose a book (*on a selected day/Covid*)

Fab 5 Class Novels: Poetry, Classical fiction, Culturally diverse fiction, emotionally powerful stories and stories with rich, lyrical prose

Reading Surgeries—Coffee mornings held monthly for parents to pop in and discuss reading concerns.

Author visits/Theatre events

Mystery Book borrowing scheme

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 2021-22

Our priorities:

- We want our disadvantaged pupils to make accelerated progress in reading, this includes more engagement from parents and support for reading for pleasure
- In our last set of published data (2018/19) our progress measures in reading were weaker than in maths and writing.
- Reading fluency has been badly hit by lockdown. This has also affected our disadvantaged pupils.
- We want our disadvantaged pupils to be reading more widely and making more ambitious choices of personal readers.

Catch-up support:

Our 2020/21 Covid Catch up grant was spent on improving reading across the school:

- **Phonics Bug**
- **Rapid Reader for Yrs 2 and beyond**
- **Hours bought in for experienced teacher to provide catch-up support for PP children**

Interventions we provide that support reading:

Speech and Language

Phonics interventions (Yr1 and 2)

Reading Comprehension (Yrs 2-6)

Precision Teaching

Pre-teaching (Thurs/Fri)

Yr 6 Booster Groups (3x a week, led by JS)

Auditory and Visual Memory

Individual children targeted for 1:1 reading

Early morning reading (Yrs 5 & 6)

Progress is tracked by:

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