

Blackwater School - Seven Aspects of Reading

| Aspect | Actions |
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| <p>How do we prioritise reading?</p> | <ul style="list-style-type: none"> ✓ Children are taught reading daily at their ability level through phonics and comprehension. At least thirty minutes daily is spent on the teaching of reading. ✓ We use Little Wandle, a synthetic phonics scheme which promotes mastery of phonics skills alongside developing a love of books. ✓ We use Accelerated Reader as a tool to ensure children are reading books matched to their reading ability as well as tracking their comprehension skills. ✓ Children are taught comprehension skills from Nursery through to Year 6. We use the VIPERS and Book Talk as a model for teaching comprehension. ✓ We have an extensive library of books and in classes to foster a love a reading. ✓ The library is in a central space where all children have easy access from classrooms. ✓ Classes take part in book talk. We have a collection of highly engaging and inspirational picture books to promote higher order thinking skills. ✓ Home reading is evidenced through paper records in KS1 and online 'Boom reader' reading record in KS2. Children are expected to read a minimum of four times a week at home. Staff track home reading and communicate with parents when the minimum requirement is not being met. ✓ Class Dojos are rewarded for reading at home. ✓ All classes visit the library for their reading for pleasure book, chosen according to children's individual interests. ✓ All classes have a shared reading text linked to their topic. During daily shared reading time, adults model reading comprehension skills and guide children through VIPERS questions on the text. ✓ We use the VIPERS to build their comprehension through the shared text. ✓ Staff are trained in the latest developments in reading through weekly meetings. With regular updates as necessary. ✓ We subscribe to the Education Library Service in order to regularly restock our books, including non-fiction texts linked to our topic learning. |
| <p>How do we promote a love of reading.</p> | <ul style="list-style-type: none"> ✓ Our library is run by our 'Reading Champion' who spends time finding out what the children want to read and sourcing a range of exciting new books. Our library includes several comfy and attractive seating areas to make it an enticing place to enjoy a book. ✓ ✓ We subscribe to 'First News' newspaper, 'Whizz Pop Bang' magazine and additional comics and magazine to cater for a range of reading interests. ✓ We use displays around the school to promote reading for pleasure. ✓ We celebrate World Book Day with special events each year. |

- ✓ Book Talk, (based on the research of Aiden Chambers) is a weekly session where all children are encouraged to share their thoughts on the text, regardless of reading ability.
- ✓ All staff are expert readers, modelling reading skills.
- ✓ Adults in the school promote a love of reading to the children by modelling it and discussing books with children.
- ✓ Teachers read class stories to the children every day.
- ✓ Children have access to a range of fiction, non-fiction and poetry texts.

How do we make sure pupils make progress?

- ✓ We teach phonics using a programme which is based on extensive research and uses an interleaved approach to ensure mastery, building new learning while practising old learning daily.
- ✓ Phonics progress is tracked every six weeks using our Little Wandle assessment.
- ✓ Interventions are put in place early on in reception to ensure gaps are targeted.
- ✓ Children who haven't achieved their phonics screening check receive intensive phonics intervention.
- ✓ Accelerated Reader pin points children not making progress and provides reports offering next steps.
- ✓ AR reports are analysed by the reading champion and advice is given to teachers weekly to ensure children are progressing.
- ✓ We track children's reading at home and support parents who are not achieving four reads per week.
- ✓ Our progression of skills document is used to plan word reading and comprehension across the school.
- ✓ VIPERS for reading comprehension skills are embedded in every classroom and used consistently.
- ✓ Children read daily in school, and those who are falling behind or in the bottom 20% read to an adult in school.

How do we match the pupil's reading books to their phonic ability?

- ✓ Children are assessed in phonics and assessment informs which books match their ability.
- ✓ Children complete a STAR reading test which sets their ZPD for Accelerated Reader so that their reading book matches their ability.

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| <p>How do we teach phonics from the start?</p> | <ul style="list-style-type: none"> ✓ We have children join us in Nursery, where the focus is on phonological awareness through games and rhymes. ✓ From the start of Reception, children begin learning letter sounds and follow the Little Wandle phonics programme. ✓ We teach new learning alongside old learning to ensure mastery. ✓ Our phonics progression document maps out when sounds are taught throughout the three years of phonics teaching. ✓ We complete baseline assessments in Communication, Language and Literacy to support and identify speech, language and communication needs. ✓ Home learning sheets are sent home in EYFS to link with the phonics learnt that week. ✓ Progress is tracked half termly using our phonics assessment and interventions put in place following the first assessment in reception. |
| <p>How do we support pupils to catch up?</p> | <ul style="list-style-type: none"> ✓ We collect data once every half term and use it to adapt and support where needed. ✓ Staff are skilled to ensure intervention groups have high levels of quality first teaching. ✓ We use the Little Wandle catch up programme in key stage two for any children who have not yet mastered the necessary phonics skills. |
| | <ul style="list-style-type: none"> ✓ We prioritise children working below age related expectations for in school reading with school staff and volunteers. ✓ For children who are working below age related expectations, their learning is tracked through the objectives per year. ✓ The use of Provision Map is used to track interventions and measure their impact. ✓ Children who are still to master the reading objectives from previous academic years have the objectives they are working at regularly checked. This informs future targeted support. |
| <p>How do we train staff to be reading experts?</p> | <ul style="list-style-type: none"> ✓ The staff have all received Little Wandle training and this is embedded through weekly training delivered by Little Wandle or in house. ✓ The reading lead monitors reading throughout the school. ✓ Regular sessions to assess comprehension in book talk and using the VIPERS. ✓ Our staff share and OneDrive areas of our network are well populated with guidance for teaching reading and the pedagogy behind it. ✓ The use of Literacy Shed Plus to guide our use of the VIPERS. ✓ Regular phonics learning walks to ensure consistency of teaching. ✓ Pupil voice is used as an additional monitoring strategy. |