

Reading at Orleton Primary School



The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities. They do this in the early years by using a Systematic Synthetic Phonics programme.

We aim to be one of these schools and our SATs data shows that we are!

In our most recent Ofsted IDSR:

"Key Stage 2 attainment of the expected standard in reading was significantly above national average and in the highest 20% of all schools" ...

"90% of pupils achieved the key stage 2 expected standard in reading, writing and maths, significantly above national average and in the highest 20% of all schools."

This aspiration for each of our children is based upon the need for them to enter the world of work or next stage of their education, as articulate and literate individuals with a strong love of reading, well-equipped with the cultural capital which enables them to take their rightful place with confidence. We recognise the responsibility to send children to secondary school having mastered at least the basic elements of reading and to have developed a love of reading originating from all cultures which will last a lifetime.

We aim to ensure that all children have the chance to follow an enriching curriculum by getting them reading early: **learning to read → reading to learn**

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read. Meek (1983) believes that, 'Readers are made when they discover that the activity is worth it.'

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

Approaches to teaching and learning:

We start teaching our children to read as soon as they enter our school. The teaching of reading is carefully planned to meet the needs of all of our children, taking into account individual needs and different starting points. We recognise the importance of taking a consistent whole-school approach to the teaching of reading to close any gaps and to target the highest possible number of children to attain age-related expectations and above.

There are two key areas that we consider crucial for reading success:

1. **Learning to read (Decoding)** through the use of a structured and closely-monitored synthetic phonics programme in Class R and Class 1. Those who don't achieve the expected standard in the Y1 Phonics Check, are given a further year of our closely monitored phonics programme, to enable them to pass the threshold if at all possible. If by the end of Y2 the phonics programme has proven to be unsuccessful for particular children, then interventions will be provided to enable all learners to achieve the expected standards.
2. **Reading to learn (Comprehension)** through the use of Reading with RIC and Cracking Comprehension. Again, interventions will be provided to enable all learners to achieve the expected standards.

Reading Mileage:

According to Arlington et al 2008, 'Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers'.

At Orleton, every attempt is made to ensure that our children gain 'reading mileage.' This means ensuring that the children have opportunities to read wherever possible, both within reading lessons, and across the curriculum.

Opportunities for extending reading mileage at Orleton are:

- Individual reading (1:1 reading with an adult in school)
- Paired reading
- Guided reading (Reading with RIC and Cracking Comprehension)
- Cross-curricular reading
- Independent reading
- Home reading

Children also listen to stories read aloud on a regular basis.

Skilled Adults:

At Orleton, much time and effort goes into planning Reading with RIC sessions and writing appropriate questions for the abilities of the children in each class.

TAs and teachers have regular training sessions, some with the School Improvement Partner and some internally with SLT, and have recently developed their own questioning skills using Bloom's Taxonomy as a base.

Parents are offered regular Reading Information sessions which are designed to inform them about the process of learning to read, so that they may better support their child at home. For example, a recent session, 'How to Support your Child in Reading' was very well-attended and feedback was excellent. This has been repeated twice-yearly.

The Teaching of Reading

Phonics and spelling:

At Orleton, children from Class R to Year 2 have daily synthetic phonics teaching (this is differentiated and taught across year groups in ability sets). We currently use Letters and Sounds and Read Write Ink.

From Y2 to Y6, teachers use Read Write Ink 'Get Spelling' which supports children in reinforcing phonics and introducing children to spelling patterns which also helps their reading. Children not achieving the expected standard in spelling are monitored and targeted in intervention groups.

Classroom organisation and procedures:

Individual / independent reading

Children should take a reading book home every day. Teachers need to monitor this, to ensure that children are choosing appropriate books for their ability and age. Children should be supported in changing their books regularly.

Children who are not achieving ARE have opportunities for 1:1 reading to an adult (including their teacher) in school. This has emotional benefits, as well as allowing teachers to monitor reading and comprehension. Teachers have a system /tick sheet for recording when children have 1:1 reading and this should be a minimum of three times per week.

Guided Reading

Guided reading happens every day in all classes from Y2 to Y6 with follow-up written reading comprehension questions which are differentiated and challenging for all pupils. Specific skills are explicitly taught, modelled and practised, such as skimming, scanning and summarising.

Book corners

All classrooms should have an attractive, comfortable and inviting book area. There should be a range of books, fiction and non-fiction, in a variety of genres and styles and reflecting both genders and diverse cultures. Recommended reads for each class are displayed in the reading corner, are distributed to parents and after the development of our new website, will also be available there. The stars of our book corners are the actual books.

Story time

There should be story time every day in all classes, so that children can hear how a good reader sounds. It is a time for children to enjoy books, while providing language-rich experience and opportunities to develop vocabulary and comprehension skills while listening for pleasure. We endeavour to introduce children to authors from different cultures in this way. We also have a whole school storytime on a weekly basis during Assembly. The children are currently enjoying listening to Charlie and the Chocolate Factory.

Assessment:

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Phonics is assessed every half-term and grouping is fluid according to the results of these tests. Past phonics papers are also used to provide a full understanding of progress. Classroom Monitor is our main assessment and tracking tool to monitor reading progress and termly pupil progress meetings are held to discuss every child. End of year assessments are administered at the end of each year in Key Stage 2. In Year 2 and Year 6, reading tests are administered more often to keep a close eye on reading progress. If a child is not achieving the expected standard, SLT expect to see intervention in place for that particular child.

We collect data on an on-going basis and it is reviewed termly during Pupil Progress meetings.

Leadership and Monitoring:

Monitoring of the teaching and learning of reading takes place through various means:

1. Observations of guided reading, phonics teaching and story-times.
2. Monitoring of planning and record keeping.
3. Learning walks to establish whether reading has been given a high profile within each classroom (displays, reading bookmarks to encourage home reading, book corners)
4. Some children are videoed whilst reading to a class teacher for moderation and demonstration purposes.

Evidence gathered is used to form an impact statement for reading, including training requirements, support needs and resourcing.

Parental involvement:

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Children take a 'reading book' home every day, and in infant classes, this is matched carefully to sounds. A decodable book is also supplemented with a book for pleasure.

Parents are asked to comment/sign their children's reading record book every time their child reads at home. Teachers and TAs write comments in green when they hear children read individually or in guided reading. They also include guidance for parents about how to best support their children in reading, for instance, examples of questions that they can ask and strategies that are being practised. In upper Key Stage 2, pupils take more responsibility for logging when they have read and write a comment about what they have read. In KS2, pupils are asked to read aloud to an adult four or more times per week as part of the 'Reading Challenge'. Rewards include a film afternoon, or afternoon tea and games or similar.

