

Our Reading Plan – response to the 7 areas of reading

Questions	Evidence – Grampound Road	Next steps
<p>How well do we prioritise reading across the school?</p>	<ul style="list-style-type: none"> • Reading areas in each classroom • Planned, taught reading sessions (RWI, guided reading, comprehension, VIPERS, storytime) • World Book Day • Reading Karate scheme • Reading spine used to ensure high quality choice of literature • Daily teacher class read in all classes • Children read daily • Promote reading across the curriculum • Link to Cornwall Library Service-gold membership: • Up to two full days’ expert support in your library • Receive 146 books to exchange over the course of the year • Two visits from the mobile library van • Borrow up to 35 Education Library Service Boxes 	<ul style="list-style-type: none"> • Reading Buddies-older children to read to a younger child. • Increase time spent on reading interventions.
<p>How well do we promote a love of reading?</p>	<ul style="list-style-type: none"> • Reading Spine. • EYFS matching topic to chosen texts • Parent Volunteers in school • Adults model reading • Adults favourite books on display / shared • Class reading areas and library are sensory and inviting • Recommended reading lists shared to promote reading at home • EYFS and key stage 1 satchel books 	<ul style="list-style-type: none"> • Karate Reading certificates given out in collective worship
<p>How well do we make sure that all pupils make good or better progress in reading?</p>	<ul style="list-style-type: none"> • Interventions in RWI / extra support in reading sessions / extra time being heard read • Regular assessment • Dyslexia Screening Champion • Class and SEN trackers • Children start RWI as soon as they start • Nursery pupils exposed to RWI sounds prior to starting reception • Verbal feedback in guided reading sessions • VIPERS approach across KS2 • KS1 weekly comprehensions 	<ul style="list-style-type: none"> • Catch up funding used for reading tuition. • Nesy-Literacy resource to be considered
<p>How well do we check that pupils’</p>	<ul style="list-style-type: none"> • RWI assessments half termly plus ongoing monitoring of groups weekly • Books changed twice weekly and closely matched to ability 	<ul style="list-style-type: none"> • Posters in classes to show the Oxford reading stages

<p>reading books match the sounds that they can read?</p>	<ul style="list-style-type: none"> • Reading karate encourages parental engagement • Children read in school to an adult twice a week 	
<p>How soon do we start teaching phonics?</p>	<ul style="list-style-type: none"> • We start teaching phonics as soon as the children enter the school. Often this is during nursery • In the Reception year, we expect children to have RWI Set 1 sounds covered by end of term 1, Set 1&2 by end of year. Our more able children will have moved onto some Set 3 by this time • By the end of Y1 all Sets (123) should have been completed ready for the Y1 screening check. They will have also made some moves towards reading fluency • Our teaching staff and HLTA staff work with the children who have not mastered their phonic understanding and are in need of quality input in order to catch up • Our children make excellent progress and pre-Covid 19 in 2019 the phonic screening result was 93%. • Our children who are in need of extra support with phonics and reading receive this from teachers and HLTA staff who are trained and experienced in RWI delivery 	<ul style="list-style-type: none"> • Phonic areas to be set up for continuous provision outside
<p>How well do we make sure that pupils catch up when they fall behind?</p>	<ul style="list-style-type: none"> • Half termly formal assessments and ongoing informal small group assessments give clear indications when children are falling behind. If this is the case, then those children are given extra support from teachers and HLTAs in order to catch up • New children are assessed on entry and are allocated the appropriate group to best support their needs and given the input to catch up to the best of their ability • We ensure that our poorest readers are given the tools to make the best progress they can. In many cases this includes encouraging parents to read with them at home 	<ul style="list-style-type: none"> • Use of flashcards and set 1,2,3 sounds to be used throughout the day in the EYFS and KS1 classes.
<p>How well do we train our staff to be reading experts?</p>	<ul style="list-style-type: none"> • CCE Trust Literacy Lead group training on approaches to reading – disseminated to staff Oct 19 • Reading Spine introduced across the school Oct 19 • Support from the library service to upgrade and improve library provision • Updated RWI training planned November 2020 	<ul style="list-style-type: none"> • Staff peer mentoring and coaching.