



SIR ROBERT GEFFERY'S PRIMARY SCHOOL

A School for Enthusiasts

*Where we 'live life in its fullness' (John 10.10)
Knowing that God is our strength and with
His help we will be the best we can*

Seven Aspects of Reading

How do we prioritise reading across Sir Robert Geffery's?

- In Sir Robert Geffery's Primary School, we understand the well-researched and proven strong correlation between children's reading abilities from a young age and their future life chances. We therefore prioritise reading in our curriculum.
- Reading is celebrated as part of Sir Robert Geffery's school awards each week, with pupils from different classes receiving awards for reading effort, progress and achievement.
- Each of our classrooms has a reading corner where pupils can read peer recommendations for books and choose a book from those available. Books are rotated regularly by staff to match the class topic and pupils' interests; these mini class libraries contain a selection of fiction, non-fiction and poetry.
- We use books and high-quality texts to enrich the learning and provide access to a range of genre.
- To encourage reading at home, to ensure reading books are matched to ability and to monitor children's progress in reading we use the Accelerated Reader system. We also use this to monitor pupils not reading at home so we can provide extra provision in school.
- Each year, we run parent workshops (including recently via Zoom) to share the importance of reading with parents/carers and to share advice and tips so that, from the beginning of the Reception Year, we are all working together to support children to become fluent readers.
- Teachers prioritise reading in their timetables and significant time is dedicated each day to teaching reading skills. In Early Years and Key Stage 1, children read every day during Bug Club Phonics lessons. In Key Stage 2, the school's approach to whole class reading ensures that all children develop the comprehension skills they need to access the wider curriculum and beyond. Our end of Key Stage 2 results show that this approach is successful for all children, including disadvantaged children who perform very well.
- Governors prioritise reading by funding high-quality reading books, rigorous staff training and computer-based packages that promote reading for pleasure (Accelerated Reader and IDL).
- Guided reading sessions take place in each class every week to ensure that every pupil is in a group reading session at least once a week. These sessions are 20-30 minutes long. Pupils also complete reading activities such as reading comprehension when other pupils are completing their guided reading. In EYFS and KS1 pupils are heard individually to read at least once a week. KS2 pupils who are not reading frequently at home are also heard individually to read at school.



- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. Once they have developed their phonics and decoding skills they are then moved on to texts that match their phonic ability and are fully decodable.
- Pupils who are learning phonics in EYFS and KS1 take home three books: a Bug Club Phonics reading book as a decodable book; an Oxford Reading Tree book as a book to read and share with an adult; and a library book as a book to be read to for pleasure. Once children reach the end of Bug Club Phonics books, they will move to two books a banded book and a library book.
- Pupils have access to our two libraries and are encouraged to take library books home, in addition to their regular reading books. In EYFS and KS1 pupils take a library book home as a book to share for pleasure as part of their reading books.

How do we promote a love of reading?

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers read stories to their class, wherever possible linked to their topic learning, to promote a love and enjoyment of stories, immersing them in the world of imagination. The texts are chosen to stretch the vocabulary of the children and to cover a range of genres, authors and contexts.
- Whole class reading sessions teach comprehension skills so that children can access a wider range of texts and gain further enjoyment from books by benefiting from a more in-depth understanding.
- Through the use of Accelerated Reader (AR), teachers encourage children to regularly read at home. Teachers use AR to identify reluctant readers and help them to foster a love of reading by recommending quality-texts and engaging them in conversation about books.
- Pupils have access to 'class libraries' which are regularly updated with new and exciting books and are encouraged to regularly change their books.
- Pupils are encouraged to access the SRG libraries (we have two!) and change their choice books on a regular basis. This is in addition to their reading book from our reading scheme (and in reception and KS1 their phonics sound book).
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- Guided reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- We encourage pupils in each class to share their love of reading (e.g. by inviting them to recommend great reads to their peers through books reviews).

- For World Book Day we take part in the national initiative – for example ‘wrap a book and give 5 clues’ (2022) - and staff and children share their favourite books.

How do we make sure pupils make progress?

Phonics is taught every day following the Bug Club Phonics progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of teach, practise, revise, review and apply. Planning includes assessment for the graphemes taught. Phonics is assessed half-termly to identify gaps in learning and to inform future planning and intervention.

Children in Year 3 - Year 6 complete Rising Stars and Headstart half termly assessments alongside regular Accelerated Reader quizzes to support teachers to ensure all pupils are progressing in reading. Where teachers have concerns about pupil progress, they provide additional support through interventions.

Pupils in Key Stage 2 benefit from highly-successful whole-class reading lessons that support comprehension development.

Each class has four dedicated 20-30 minute guided reading sessions per week. Each pupil has at least one guided reading session per week. The sessions are well-structured and provide opportunity for pupils to read independently, as part of a group which is adult led and to develop comprehension skills.

The school supports pupils to be expert readers by developing the key skills of reciprocal reading namely:

- Questioning
- Clarifying,
- Summarising
- Predicting

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



Pupils are assessed daily in phonics and regularly through 1-to-1 as well as half termly using the Phonics Bug assessments. Assessment then informs which books match to the pupil's phonic ability.

Staff in EYFS and KS1 are responsible for changing and or checking the pupil's reading books. Pupils who are learning phonics in EYFS and KS1 take home three books: a fully decodable phonics book (Bug Club/Reading Planet); an Oxford Reading Tree book as a book to read and share with an adult; and a library book as a book to be read to for pleasure.

We use the Oxford Reading Tree throughout the school as a reading scheme. We monitor progress in reading and then match their ability to the stage of reading on the scheme. This is done through notes from guided reading and from teachers hearing pupils read individually. Staff monitor and check that these books are changed regularly. Staff will move them onto the next stage when they are confident they have mastered the skills of the stage. When pupils are confident readers in year 2 and upwards, they are entered onto the accelerated reader system.

Once on *Accelerated Reader*, children complete a *Star Reader Test* at the beginning of each term. This will generate a numeric score which supports children and teachers to choose colour-coded books that match each child's reading level.

Once children finish reading a book, they complete a simple online quiz to ensure they have understood the book. Children and teachers are then able to track their reading and see the number of books they have read in a given time period.

How do we teach phonics from the start?

Phonics teaching begins with our youngest pupils even before they join us in Reception in September, through our close work with the onsite private pre-school, our external nurseries and furnishing parents with prompts to start practising early sounds and sharing books on the children's taster days at the end of the summer term. Phase 1 is promoted and embedded within the curriculum, exposing pupils to sound rich activities which provide the foundations for reading and writing. We complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.



Pupils begin learning letter sounds on entry to Reception. Following the Phonics Bug system pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

First, pupils will learn to read:

Phase 2 Sounds: these are sounds written with one letter: s a t p l n m d g o c k e u r h b f l and sounds written with two letters digraphs: ck ff ll ss

- Words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t got, k-i-ck kick h-u-ff huff.

Second, we will learn to read:

Phase 3 Sounds: j v w x y z zz qu sh ch th ng ai ee short oo long oo oa ar or ur ow oi er and sounds written with three letters trigraphs: igh ear air ure

Words containing these sounds.

From phase 2 pupils will learn 4 new sounds per week.

Accompanying each unit within the phonics phases is a weekly Language session which teaches children to read and recognise high frequency and common exception words.

To support the learning in school, pupils take home phonics sheets that match the sounds they have learnt each week. They also take home their phonically decodable reading book to reinforce the sounds taught and the high frequency and common exception words.

Phonics is discussed with parents in the Transition to School meeting and parents are given resources to support phonics at home.

When Reception pupils have started school another meeting on supporting phonics is provided for parents.

How do we support pupils to catch up?

Formative data from ongoing assessment for learning within the teaching of reading informs day-to-day planning and teachers adapt and change this according pupils' needs.

Accelerated Reader data highlights children who are not reading regularly and/or 'quizzing' regularly. This information is used to target support such as increased 1-to-1 or small group reading intervention in school.

Summative data is submitted once a term and progress tracked on the Insight tracker system. Pupils identified by class teachers as not making good progress are discussed in pupil review (progress) meetings and interventions are planned and delivered to meet their need and accelerate progress.

Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher led.

Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.



How do we train staff to be reading experts?

Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. This may be a specific focus on the School Development Plan or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.

The English Subject lead attends the Kernow Learning School Improvement subject leader and network meetings and cascades relevant information back to the school.

The Headteacher and subject lead monitor guided reading sessions and conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school. Guidance and follow up actions are shared with staff as needed.

As part of INSET continued professional development in January 2022, all staff received Reciprocal Reading training to develop expertise - this strategy is used in reading across school.

