



Offwell C of E Primary School

Our Core Values: **Honesty, Loyalty, Caring, Sharing and Forgiveness**

Our vision: **Be well; Learn well; Live well; Offwell!**

Offwell Reading Statement September 2019 Reading Leader: Marcus Dunning

This document sets out our intent, implementation and planned impact of Reading Leadership, teaching and Learning in Offwell C of E Primary School. 'Subject leaders provide professional leadership and management for a Subject, to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

Our Intent for READING

At Offwell, our vision: **Be Well; Learn Well; Live Well** inspires us to secure, for each child, a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable them to both benefit from, and contribute to, a better world.

Offwell Primary School Reading provision is designed to develop a curiosity and fascination about reading and to foster the progressive development of concepts, knowledge and skills in the subject; enabling our children to develop a facility with, and love for reading that will stay with them for life.

Learn to Read; Read to Learn. Reading is the foundation upon which all learning begins.

At Offwell we aim to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children begin to understand the meaning of what they read and what is read to them
- Help children make responses to what they read justifying those responses
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

Implementation of READING:

- **Which approaches and resources are used to ensure progression of knowledge, skills and attitudes?**

See National Curriculum and Curriculum Planning.

EYFS/Key Stage 1: All staff, Key stage 1 and Key stage 2 have been trained to teach phonics (using resources such as Letters & Sounds). In Early years and Key Stage 1 all teachers and teaching assistants receive regular training and development. In Early Years, there is a focus on supporting children to acquire a wide vocabulary, a secure knowledge of phonics and communicate effectively. By the end of Reception, most children will read words and simple sentences accurately. Children are taught phonics in highly differentiated groupings so that the content of phonics lessons closely matches the ability of children in the group. Assessment is used frequently to diagnose anything that may be hindering progress in reading, so that children can move between groups flexibly according to ability. Where children fall behind, targeted support is put in place including groups known as 'hot spots' to help them keep up or catch up quickly. Reading books are consistent with each child's developing phonic knowledge and are taken home daily. This means that children can practice their reading outside of the school day using a fully decodable text so that they experience success in reading. Children also take home a second reading book that is tailored to their reading ability. They also select for themselves from the school's library or their classroom library. This might be a favourite book, one of the books to read in their year group or be of particular interest to them. Parents are invited to attend open days explaining how we teach reading at Offwell and how they can support their child at home.

Key Stage 2: In Key Stage 2 some children in Year 3 may continue to access the phonics learning groups in Key Stage 1 for a short time. Children who have not yet successfully completed the Phonics Screening Test or made ARE will take part in interventions and differentiated lessons into KS2.

From Key Stage 1, and through Key Stage 2,

Re-think Reading!

All staff have been trained and provided with teaching packs based on Re-think Reading. They provide small-group guided sessions, whole class learning, targeted independent reading, research opportunities, online reading materials, and structured reading comprehension from selected texts designed to explore every aspect of the reading curriculum.

Children are taught to read for meaning in context, from root words, inference, and given new vocabulary from the teachers in the sessions. They are exposed to a wide variety of different texts, fiction and non-fiction, poetry, plays and reference books, with a variety of purposes, to enable children to read for themselves, recommend reading to others and engender a joy of reading!

All classrooms have new reading libraries celebrating reading. These are stocked, and regularly updated with books from the Devon Library Services, with whom we have arranged a yearly 'refresh the shelves' visit, and topic boxes. The Honiton Public Library Bus visits the school monthly and children can, under supervision, choose books they like, recommend and add to their own class library. The PTFA also regularly raises money to add additional titles to class libraries, ensuring that current best sellers and books of interest are available to children. Children can also access the school Kindle library for e-books, and a variety of online free e-books for schools.

How do we ensure equality of access to READING?

All of our children have equal access to reading provision and to the resources available. We recognise that some children do not have access to a language rich environment and it is our place to supply that, providing key vocabulary and opportunities to develop the necessary skills, by providing additional opportunities for skills development e.g: through pre-teaching, precision teaching of certain skills or knowledge and exposure to language in context. Children who need additional support are identified early and the impact of interventions is carefully monitored. SEND pupils are catered for through specific assessment of areas where support is required e.g; phonics, support is provided e.g: Toe by Toe, and progress is monitored according to their individual action plans (My Plans).

• How can parents or other members of the public find out more about the curriculum the school is following for READING?

See The National Curriculum: <https://www.gov.uk/government/collections/national-curriculum>

Re-Think Reading: <https://www.babcockldp.co.uk/improving-schools-settings/english/reading>

Letters & Sounds: <http://www.letters-and-sounds.com/>

Impact of READING Teaching and Learning:

• How is READING progression assessed?

Teachers continually assess children's reading. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Group and Guided reading tasks through Re-Think Reading also provide assessment opportunities. Children's attainment and progress is regularly monitored and reviewed through tests and teacher and support staff records. Children are also assessed through the use of more formal tests. E.g: PIRA, SATS, or the Salford Reading Test, to measure a child's reading age.

• How is READING progression monitored?

Monitoring in writing is important to ensure positive outcomes for pupils; that both coverage and progression are as they should be; and that standards are maintained and improved. This is carried out by the READING

Subject Leader/ Headteacher, through Lesson observations, work sampling, talking to staff/pupils, monitoring plans, analysing data, Teacher evaluations, and displays.

Each Term, teachers report their children's attainment and can therefore identify where each pupil is either making progress from the last assessment point, or may need support in a particular area.

Parents and children are kept informed of their child's attainment (against ARE) and achievement (progress from last assessment points), as well as their child's specific needs and successes and how they can help.

Governors are kept informed of data analysis, to check achievement in each year group and across the school e.g: at key points, such as KS1 and KS2 SATs, is where it should be. They are part of influencing the School Improvement Plan and the Reading Subject Leader action plan, which set out actions and success criteria for improving future provision and results.

*"So please, oh PLEASE, we beg, we pray,
Go throw your TV set away
,And in its place you can install,
A lovely bookshelf on the wall."
Roald Dahl,
'Charlie and the Chocolate Factory'*

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