

The Seven Areas of reading at St Erth School

<p>Prioritise Reading</p>	<ul style="list-style-type: none"> -Daily phonics taught from day one. -Daily reading sessions throughout the school – as a class, groups and individually. -Phonics assessments carried out in all year groups to identify lowest 20% and bespoke interventions (one to one or small group) developed to support any gaps. Due to COVID this happened for all children but we will continue to do this for the lowest 20%. -Very strong team in Year 1 and 2 to support phonological development- integral in developing our bespoke scheme and making it successful. -Covid catch up has been strong – have used NTP and teachers from school to support children. -Assessments and interventions quickly in place to close any gaps. - Specific intent, implementation and impact developed for reading and agreed on by all SLT and teaching staff. -School has spent significant money on books to support the schools systematic, synthetic programme. -Information is shared on our website to promote the seven areas of reading. -Teachers have time to review, assess and support the lowest 20% and half termly pupil progress meetings to monitor. -In school data used to track all year groups to monitor progress, Covid recovery and attainment in reading.
<p>Love of Reading</p>	<ul style="list-style-type: none"> -Teachers are passionate about books and are experts in reading in their phases. -Teachers choose good quality books to read in class – Reading Spines being developed and constantly reviewed following careful research. -Nursery rhymes, good quality texts and poems are included in the St Erth phonics scheme to support specific sounds. -Daily guided reading sessions (whole class reading) develops children’s discussion about texts and helping them to form opinions and preferences. -£425 raised through a school readathon to support purchase of new books. -KS2 to include a fortnightly ‘book talk’ session into Guided/ Class reading sessions. These happen for 30 minutes and children will be encouraged to share their reading and opinions and favourite books. Recording in a way the children want to – emphasis not to be on writing or lengthy reviews – Fistral have a Reading Journal book. -Children to also take a book of choice home to share alongside specific reading book to develop fluency – Library time weekly. -Systems are in place to support reading: KS1: children have reading records between school and home to communicate and to monitor progression through the phased books. KS2: records of the books children read in Journals or Reading Diaries. Children are supported to choose appropriate books when they become a free reader and texts are monitored. -Fistral: reading record kept and key questions used to discuss reading supported by school staff and parent helpers. -Reading discussed with parents in meetings in Autumn term. When COVID allows, parents meeting will take place. -Our school library is being developed and is an inviting space for children now promoting new books purchased by the school Readathon.

<p>Programme and progress</p>	<ul style="list-style-type: none"> -Our bespoke Phonics and Reading scheme and our reading curriculum meets all EYFS Framework, The National Curriculum and the Reading Framework criteria. -There are phased expectations which link into school terms. Assessments to support teaching sequences included and time allowed to review and revise following assessments. -Teachers have created more individual assessments in classes to identify gaps and to use to track interventions and progress. -Clear structure of phonic sequence with 'sets and phases' as milestones. -Children identified and support daily to close gaps – no child left behind. -Common Exception Words are taught from Reception through to Year 6. Children use phonics to identify the 'exception' and then use experience of good quality teaching and opportunities to revisit these words to identify the word. -Phonics screening data is carefully analysed and used to support children further through their journey through school.
<p>Books Match Sounds</p>	<ul style="list-style-type: none"> -During Autumn term we organised all previously book banded books into sets according to phonics sequence taught. We have identified those texts with lower attainment (previously yellow or pink book bands that have a CEW or Phase 5 sound in) with a light blue sticker to support weaker readers into Phase 5. Books are organised into colours to match each Phase: Phase 2 – orange Phase 3 – purple Phase 4 – green Phase 5 – pink Original books bands remain from purple onwards to support readers as they progress on their reading journey. -Children are encouraged to re-read books for fluency. -Books are usually changed daily in EYFS And KS1 and reading books monitored. In KS2 books are changed when they are needed to be but children are asked to bring books and reading records in weekly so we can monitor progression and books being read. Weekly library books taken home chosen by children. -£800 spent on books to support early reading with phoneme-specific books -Previously used RWI books have been added into our reading scheme too to support the sounds being taught. -Development of the KS2 reading scheme has been discussed and we are working on ways to support this. -Reading records are used to ensure children read a variety and allow adults to monitor the frequency of reading. -Children are directed to accessible texts even when they are confident to move off the scheme. -KS2 library identified as needing money spent but priority was given to the phonics and early reading scheme. -£425 raised through a school readathon to support purchase of new books.

	<p>-Parents Role: An introductory phonics workshop is offered to parents at the beginning of Reception and Year 1. During this workshop, parents are made aware of how phonics is taught, what support can be given at home, and the national expectations of attainment for the end of the year. Where this has not been able to take place, parents have met with teachers in parent's evening and phonics has been discussed. We also have a section on our website about phonics at St Erth which parents have been directed to which includes links to the pronunciation of phonemes and useful documents. The vital part parents play in supporting reading in the home environment is also acknowledged and discussed. This is reiterated in Year 2-6 for those children who need further support in phonics, parents are spoken to during parent's evening or APDR meetings.</p> <p>Reception children are provided with a Phonics Wallet. New learning is added to these wallets, so parents are aware of phonics taught. Parents are supported with strategies of pronunciation and the skill of blending phonemes to read words.</p> <p>2022 update: due to COVID, face to face meetings have not been as frequent as we would like but parents have been updated through parents evenings, Seesaw and other informal meetings.</p>
Phonics from the Start	<p>-Teaching phonics from day one and clear markers for the end of Reception and Year 1: Reception: Phase 2, Phase 3, Phase 4 Year 1: (Recap Phase 2 and 3), Phase 4, Phase 5A and Phase 5B.</p> <p>-Daily and directly to whole class. -Additional support given in session and then throughout the day where needed for individuals. -Part of our scheme has a yearly plan for Reception and Year 1 so progression through the scheme is clear and can be monitored effectively. -Our scheme provides further activities and ideas for extended provision to ensure the children have opportunities throughout the day to practise their new learning and further embed.</p>
Catch up Quickly	<p>-Children are identified quickly in a session if they have not grasped the sound for the day. Teachers and Teaching Assistants then support these children throughout the day on the specific sound to develop understanding. -Assessments in Year 1 – 6 done in September and then interventions designed accordingly. Following Covid-recovery, this will continue for the lowest 20% to identify areas for intervention. -Assessment within the scheme for individuals and groups to know where children are and key areas for review in the time after a Phase and during the beginning of each phonics session.</p>
Early Reading Experts	<p>-Staff training – in house so far due to Covid but feedback from National College and TPAT meetings given. Resources shared, ideas shared (see training timetable) -All staff have detailed knowledge of the phases and ages they teach. Sounds or words that may be trickier to grasp, are known by all and further support and intervention given. -Immediate support given when needed – phonics has been closely monitored to ensure the programme is working. -Collaborative approach to make sure it suits the teaching sequence. -Frequent meetings and check ins (weekly) for discussion and sharing of ideas and resources with teachers and Teaching Assistants.</p>

	<p>-Staff training prioritised – see training timetable. Whole staff training at beginning of every year and any new staff have meeting with the English Lead to complete training on our scheme. Resources all available on the shared drive, website and audit completed to assess areas of staff development.</p>
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