

## Seven Aspects of Reading

### **HOW DO WE PRIORITISE READING?**

- In Pheasey Park Farm Primary School and Early Years Centre, we understand the strong correlation between children's reading abilities from a young age and their future life chances. We therefore prioritise reading throughout our curriculum as we want children to quickly go from learning to read to reading to learn.
- Each year, we share the importance of reading with parents/carers and share advice and tips so that, from the time children join Pheasey, we are all working together to support them to become fluent readers.
- Dedicated time is allocated for a range of different reading opportunities throughout the week including phonics, whole class reading, guided reading and individual reading.

### **HOW DO WE PROMOTE A LOVE OF READING?**

- All teachers are expert readers, modelling reading skills, discussing texts and sharing their own love of reading.
- Teachers read class stories and texts each day to children promoting a love and enjoyment of stories, immersing children in the world of imagination or information.
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose children to different texts they may enjoy.
- Children have access to book corners/areas in each classroom where there is a variety of books for children to choose from to read in school
- Children from Reception to Year 6 visit the School library regularly and have the opportunity to choose from a large variety of fiction and non-fiction books.
- We encourage children to share their love of reading, for example, by inviting them to recommend great reads to their peers and engage in conversations about the books they love. Our Reading Champions promote, share and recommend good books.
- Three times a year we hold book fairs to engage families in reading and provide exciting new books.
- Children have the opportunity to become published authors by having their own work made into a book.
- We use an 'Attitude to reading' survey to gather the views of the children which helps teachers to carefully select the books for the library
- Virtual 'Author visits' are used to promote new authors and reading for pleasure.
- Reading displays around school promote reading including displays of book titles and photographs of the children reading in school and at home.
- Phonics displays in all Early Years and Key Stage 1 classrooms and around school promote the importance of phonics and encourage the children to identify sounds previously learnt.

### **HOW DO WE MAKE SURE PUPILS MAKE PROGRESS?**

- Phonics is taught every day following the AnimaPhonics accredited scheme to ensure a systematic approach. Phonics lessons follow the same sequence of teach, practise, revise, review and apply. There are regular assessments for the graphemes learned to

identify gaps in learning and inform future planning and intervention. Books are then read following the phonemes taught to ensure these are embedded.

- Children who are not yet fluently reading, benefit from individual or small group interventions.
- Booster groups take place at lunchtimes for children to accelerate progress
- Our reading books progress in difficulty and include a variety of schemes. Teachers ensure children are reading books to match their ability and fluency.
- Guided reading sessions allow the children to be challenged further by reading and texts at an instructional level
- Summative assessments take place half termly and these are used to plan for phonics sessions and interventions for the following half term.
- Reading moderation is completed to ensure that teachers are making consistent judgements about standards.

### **HOW DO WE MATCH THE PUPILS' READING BOOKS TO THEIR PHONIC ABILITY?**

- Children's phonics skills are continually assessed through assessment for learning to check books match sounds known
- At the end of each half term, children are assessed formally on the sounds known and their level of books are checked
- Books across the reading scheme have been carefully matched to the sequence of phonics taught

### **HOW DO WE TEACH PHONICS FROM THE START?**

- Children start by developing their listening and speaking skills through regular, planned opportunities and activities.
- Phonics is taught through Animaphonics, following the sequence of teach, practise, revise, review and apply. Lesson wrappers follow the same approach for all phonemes taught and are used across the school.
- Alongside this, the children are taught to read high frequency words (known as rainbow words) and know the meaning of a digraph and trigraph.
- Phonics is reinforced in other lessons through verbal feedback, use of sounds mats and teachers' marking.
- In Early Years and Year 1, phonics homework is set on a weekly basis
- Phonic parent workshops are held so that learning can be reinforced at home
- Weekly spelling tests link to phonic sounds previously learnt

### **HOW DO WE SUPPORT PUPILS TO CATCH UP?**

- Our aim is for every child to meet their individual potential.
- In all year groups, teachers and support staff provide targeted support to the lowest 20% of readers so that all children develop into confident and fluent readers.
- In addition, teachers provide an additional individual read for the SEN and pupil premium children to enable children to catch up with their peers.

## **HOW DO WE TRAIN STAFF TO BE READING EXPERTS?**

- During the year, planned CPD is delivered to ensure all teaching staff are up to date with developments in reading and phonics.
- Staff attend appropriate, external CPD for reading and phonics.
- Regular monitoring is completed and feedback is given to staff
- Elston Hall Trust have termly network meetings for English and Reading to share best practice and provide moderation opportunities
- New resources are shared with staff across the school.

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