



Whole-School ~ Reading



Intent

At Tibberton and Hindlip C of E First Schools, reading is a crucial part of our curriculum. First and foremost children are given the opportunity to develop a love of reading whatever their academic ability. All children from Foundation Stage to Year 4 are provided with many opportunities to develop and apply their reading skills discreetly, across the curriculum and for pleasure.

It is our intention to ensure that by the end of their time at first school education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming education.

We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material. At Tibberton and Hindlip, reading is a top priority and is a key driver for our curriculum.

Implementation

- The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage and Year 1.
- Those in Year 2 who have not passed phonics screening in Year 1 will have additional, focused intervention phonics teaching alongside age appropriate spelling teaching.
- Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.
- Phonics is delivered in ability-group format, because it enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers. This can involve cross year group delivery.
- Timely intervention is planned for those children who are working below expected levels as soon as needs are identified.
- The school ensures all texts are accurately matched to pupil ability, as all books within ARE are graded to ensure progression and challenge for all children.
- Levelled reading texts are linked to progression in phonics.
- Class books are carefully selected by teachers with the knowledge of how they link to other areas of the curriculum, Pie Corbett Reading Spine and from advice from County Advisors.
- All children from Y2 take part in at least 3x Whole Class Reading sessions per week. All teachers use these to introduce pupils to a range of genres and to teach a range of techniques which enable children to comprehend the meaning of what they read.
- All classrooms have their own class reading areas to celebrate reading, with topic themed books, and it is intended that these areas are further enhanced this year.
- All classes have a focus author of the half term to provide breadth of reading.
- All children have weekly access to the school library where they have free choice of texts.
- Staff model to the children good reading habits and share their favourite books and provide regular whole class reading sessions.

- Progression is established through the use of sequential learning steps. This is followed up by retrieval, prediction, comprehension and inference tasks which are sequenced according to year group and ability.
- Any children not making the expected progress have 1:1 or small group intervention.

Impact

The Reading curriculum is evaluated through

- Analysis of Phonics and ARE assessment information
- Analysis of phonics assessments
- Teacher assessment and internal/external moderation

Hindlip Data outcomes ~ Summer 2019*

Phonics

2018 ALL pupils school	(90%)	National (82%)
Disadvantaged school 1 pupil	(100%)	
2019 21 pupils	(81%)	National (82%)
Disadvantaged school 1 pupil	(100%)	
2020 Autumn All pupils school	(88.2%)	
Disadvantages school 4 pupils	(100%)	

KS1

2017 All pupils	(84%)	
2018 ALL pupils school	(95%)	National (75%)
Disadvantaged school 1 pupil	(100%)	
2019 22 pupils school	(85%)	National (75%)
Disadvantaged school 4 pupils	(100%)	

KS1 Reading GD

2017 ALL Pupils school	(26%)	
2018 ALL pupils school	(42%)	National (28%)
Disadvantaged school 1 pupil	(0%)	
2019 ALL pupils school	(25%)	National (25%)
Disadvantaged school 4 pupils	(25%)	

*Due to the Coronavirus pandemic published data is not available for 2020, with the exception of autumn phonics testing.