

7 Areas of Reading

Prioritise Reading

At Madron Daniel C of E School Reading is a school priority in our School Development Plan. We recognise that of reading is vital in ensuring that children are able to fully interact with not only the wider curriculum, but with the world around. We have provided whole staff training in the systematic teaching of Phonics, as well as the teaching of reading comprehension skills. Systematic Phonics is taught daily, in EYFS and KS1 and whole class reading comprehension is studied daily also.

Love of Reading

Staff and children are passionate about reading. Staff share their favourite children's books with the children. Teachers read to their class each day, using the children to choose the text that they engage in 'for pleasure'. The selection given to the children is based on high-quality 'classic' texts as well as contemporary releases. Children are actively encouraged to read at home every night with an adult, this is celebrated through our 'star reader challenges where children are rewarded with: certificates, hot chocolate certificates, books and book vouchers.

In our daily 'Guided Reading' session children unpick a text in a deeper fashion, reading texts closely linked to the topic being studied, or where this is not possible, the children read a high-quality recommended 'Classic'. Class teachers share poetry regularly with their class.

Every child reads with their class teacher at least once a week and some children read daily to adults in school. In EYFs and KS1 we aim for each child to read daily to an adult in school. Our Year 6 children act as 'Reading Buddies' with our younger children, sharing and enjoying books together.

The school library is regularly restocked through the Cornwall Library Service and our Librarians assist the head teacher with selecting new texts. All children from pre-school – year 6 have access to our library. Pre School children and parents are also invited to our school library every week to choose books together. This continues with our reception children.

Each classroom has a well-stocked reading corner which matches the ability and interests of the children; as well as giving them opportunities to recommend texts to their classmates. We also have a school 'Book Swap' where children can bring in old reading materials from home to swap for something different from school.

Every Friday children in pre school are given story sacks to share with their family at home

Every child in the school has user credentials for 'Borrowbox' an APP that allows them to download ebooks and audio books from the Library Service. Children in KS2 also have access to a reading comprehension website called 'Readtheory'.

Programme and Progress

We have invested in the Little Wandle Letters and Sounds Revised SSP. **All staff** have undergone training to improve their skills of teaching early reading. Children will systematically learn all of the

sounds needed to decode books effectively. They will be taught to read a book with fluency and expression (prosody) as well as learning basic comprehension. Children can be successful from the very beginning. Phonetically decodable books are closely matched to the children's developing knowledge of phonics, and 'tricky' (non-decodable) words. Children re-read books to ensure fluency and familiarity with the phonemes they are learning. Progress is regularly monitored through teacher assessments, termly data reviews and through the formal testing (including SATs, The Phonics Screening Test). We use optional NFER reading assessments to also inform our judgements on children's attainment. Those children who are not making expected progress are identified and intervention is put in place to ensure they make accelerated progress.

Books match sounds

Reading books in EYFS and KS1 closely match current levels children are working on in school. Once the children have mastered their phonics, they progressed to levelled reading books which focus on the development of their comprehension skills.

Phonics from the start

Our children learn to acquire early language from the moment that they begin our nursery class. Here they explore environmental sounds, early rhymes etc in line with Letters and Sounds Phase 1. This is a focused session in our pre-school each day, Once in Reception Class (or before if ready), the children begin their daily Phonics programme. Books given to children match the phonemes that they have learned within the class.

Catch up quickly

Within the National Curriculum, it states 'If children by the end of Year 1 are still struggling to decode and spell they need to be taught to do this urgently through a rigorous and systematic phonics programme so they catch up rapidly'. Those children who are assessed as being in the lowest 20% of each year group, receive catch up interventions within the school day. We use phonics based activities that focus on: segmenting and blending phonemes; rapid reading of words, and individual phoneme recognition. Where suitable, children access 'Project X Code', a Letters and Sounds based reading intervention.

Early reading experts

All teachers and teaching assistants have been trained to deliver high-quality phonics. A robust monitoring through coaching system has been implemented by the English Leader, to ensure that practice is consistent. This approach is collaborative and supportive. EYFS use their knowledge of early language acquisition to provide advice to parents – this can be accessed on our school website. Each year, a phonics meeting is held with parents, to show them how reading is taught at the school.



