**Our Reading Plan – response to the 7 areas of reading**

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| **Questions** | **Evidence – Grampound with Creed** | **Next steps** |
| **How well do we prioritise reading across the school?** | * Reading areas in each classroom for topic, RE, science as well as fiction. * Planned, taught reading sessions (RWI, guided reading, comprehension, VIPERS, storytime) * World Book Day * Scholastic book fair booked regularly * Reading Karate scheme and dedicated story assembly weekly * Bookworm in each class. * Reading spine used to ensure high quality choice of literature * Link to Cornwall Library Service to help with organising library * Library van to top up book provision * No homework policy – dedicated reading time * Children are read to daily from class reader linked to half termly topic * Promote reading across the curriculum * Visiting author | * Developments underway for library |
| **How well do we promote a love of reading?** | * Reading Spine. * EYFS matching topic to chosen texts * Parent Volunteers in school * Adults model reading * Adults favourite books on display / shared * Class reading areas and library are sensory and inviting * Recommended reading lists shared to promote reading at home * Grant bids to raise money for EYFS, KS1 and KS2 satchel books | Reading Parents meeting planned Summer 2020 |
| **How well do we make sure that all pupils make good or better progress in reading?** | * Interventions in RWI / extra support in reading sessions / extra time being heard read * Regular assessment * Dyslexia Screening Champion * Class and SEN trackers * Children start RWI as soon as they start. * Nursery pupils exposed to RWI sounds prior to starting reception * Verbal feedback in guided reading sessions * VIPERS approach across KS2 * Invest in Comprehension Ninja Books |  |
| **How well do we check that pupils’ reading books match the sounds that they can read?** | * RWI assessments half termly plus ongoing monitoring of groups weekly * Books changed weekly and closely matched to ability * Reading karate encourages parental engagement * ‘5 finger hand’ posters on display in all reading areas to help with choosing appropriate books * Guidance from adults given to ‘free readers’ when choosing books / regularly checked for appropriate level * Children have one book which is given or guided by adult staff which matches reading ability, one book is chosen for ‘pleasure’ and can be shared with family at home. This will not necessarily match their ability but is for enjoyment. |  |
| **How soon do we start teaching phonics?** | * We start teaching phonics as soon as the children enter the school. Often this is during nursery. * In the Reception year, we expect children to have RWI Set 1 sounds covered by end of term 1, Set 1&2 by end of year. Our more able children will have moved onto some Set 3 by this time. By the end of Y1 all Sets (123) should have been completed ready for the Y1 screening check. They will have also made some moves towards reading fluency. * Our teaching staff and HLTA staff work with the children who have not mastered their phonic understanding and are in need of quality input in order to catch up. * Our children make excellent progress and last year 9Half t% reached the expected standard in reading in y1. * Our children who are in need of extra support with phonics and reading receive this from teachers and HLTA staff who are trained and experienced in RWI delivery. |  |
| **How well do we make sure that pupils catch up when they fall behind?** | * Half termly formal assessments and ongoing informal small group assessments give clear indications when children are falling behind. If this is the case, then those children are given extra support from teachers and HLTAs in order to catch up. * New children are assessed on entry and are allocated the appropriate group to best support their needs and given the input to catch up to the best of their ability. (Case study) * We ensure that our poorest readers are given the tools to make the best progress they can. In many cases this includes encouraging parents to read with them at home. Last year’s results show this – * Y1 92% met the expected standard, Y2 86% ARE 29% GDS, Y6 88% ARE 38% GDS in Reading |  |
| **How well do we train our staff to be reading experts?** | * CCE Trust Literacy Lead group training on approaches to reading – disseminated to staff Oct 19 * Reading Spine introduced across the school Oct 19 * Support from the library service to upgrade and improve library provision * Updated RWI training planned Mar 2020 for 1 teacher who will disseminate to others… * All other staff to receive update training next academic year | RWI training for all teaching staff and TA to be rolled out from Sept 2020. |