



The Seven Aspects of Reading at Saint John's

Below are the answers to some key questions around reading at Saint John's CE Primary School. However, if you are interested in further information, please refer to documentation on the website, speak to a member of staff or even come in and see what we do in school!

1) How do we prioritise reading?

Reading at Saint John's is a 'golden thread' which weaves throughout our curriculum, in conjunction with developing vocabulary and is fundamental in all subjects. Reading is a life skill and developing both the skills of reading and a love of reading ensure a world of opportunity for our children. Reading is essential to access not just the primary school curriculum but is also preparation for learning at secondary school and beyond.

- We aim to provide pupils with secure comprehension and fluency skills, and expose them to a diverse range of vocabulary in order to develop their language capabilities and develop a love of reading.
- Reading has been identified as a school priority in our SDP with the vital importance of reading frequently shared with staff and governors via INSET and staff meetings.
- All classes have their own reading areas, which are a supportive and engaging environment for children to enjoy reading. Books are rotated and checked regularly by staff to match the class topic and pupils' interests and to ensure that they are of a good quality and representative for diversity.
- Our library has been recently moved and modernised and books have been updated to celebrate our diverse community, both culturally, neurologically, medically and including real life heroes.
- We use books and high-quality texts to enrich the learning and provide access to a range of genre, making links to previous knowledge.
- Our teachers read to our children every day, modelling of the value of losing yourself in a story. The choice of text may be teacher chosen or sometimes the class may vote.
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. Once they have developed their phonics and decoding skills, they are then moved on to texts that match their phonic ability and are fully decodable.
- We have timetabled daily Phonic lessons (EYFS-Y2) and daily Reading Skills lessons (Y3-Y6) designed to promote language development, comprehension and fluency.
- To encourage reading at home, each child has a reading record which we use to monitor home reading, we can provide extra provision in school if needed.
- When you walk through our school, you will see clearly how reading is prioritised through reading displays in all classrooms, communal areas and carefully selected books available for all of our children. We are aiming to embed a reading culture and develop a readiness for acquisition of more subject specific knowledge in KS3.
- By the time our children leave Saint John's in Year 6 we want them to be able to:
 - be articulate and express themselves creatively and imaginatively, showing competence when explaining their understanding.
 - have a strong command of the spoken and written word and fostered a love of language to fully appreciate a rich and varied literary heritage, enabling them to communicate with others effectively.
 - develop a passion for reading, both for pleasure and for information, enabling them to be able to read accurately, fluently and critically.
 - have the ability to unpick key vocabulary, allowing opportunities to access, engage and foster a deeper understanding within all areas of the curriculum.
 - have developed a wider understanding of the world around them through the exposure of a variety of diverse texts, allowing them to explore and challenge their own opinions and beliefs.



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2) How do we promote a love of reading?

With our central position in the town centre, Saint John's makes full use of our local area and community to promote a love of reading and showing how exciting reading can be. Every year, we visit Cheltenham Literature Festival for informal activities and booked sessions. We also visit local bookshops and the town library.

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers help the pupils to choose books and try new authors who they may not otherwise have tried.
- Saint John's takes part in the 'Read for Good' Readathon event, where pupils are encouraged to read. This also provides opportunities to bring the school and the community together by supporting the buying of new books in the local hospital.
- Reception Class has a focus on Nursery rhymes, taking part in World Nursery Rhyme Week, and the whole school celebrates World Book Day.
- Whole class reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- We use our school website to support parents with reading and the promotion of reading for pleasure and each class has the top 100 recommended reads for their year group.

3) How do we make sure pupils make good or better progress?

Saint John's has many systems in place to ensure that all of our pupils make good or better progress in Reading.

- Phonics is taught following Floppy Phonics (SSP) progression of sounds and HFWs. Sessions follow the same sequence of review, teach, practise, revise.
- Parents are kept up to date with the phonics taught by receiving the phonics sheets weekly.
- Assessment takes place regularly to identify gaps in learning – this informs future planning and intervention.
- There is a clear progression of reading skills from Reception to Year 6 against which children's progress is measured and gaps are noted and acted on.
- Pupils who require further opportunity to practise reading, because they do not read at home, are given priority to read to an adult in school.
- We assist parents with supporting reading by providing parents meetings, reading information meetings, information on the school website and letters home.
- Class teachers ensure volunteers, who come into school to hear readers, are trained to support reading appropriately.
- Pupils who are struggling with decoding skills receive targeted support.
- Children who show weakness in their oral language skills at school entry receive support via various strategies such as Nuffield Early Language Development (NELI), which aims to develop their vocabulary, narrative skills and early listening, high quality interactions, songs and stories.
- Guided reading sessions are well-structured and provide opportunity for pupils to read independently, as part of a group which is adult led and to develop comprehension skills.
- The school supports pupils to be expert readers by developing the reading key skills through teaching **VIPERS**.
 - Vocabulary:** understanding and explaining what we have read including new vocabulary
 - Inference:** making inferences from the text
 - Predicting:** Using the knowledge of what we have read to make predictions about forthcoming events or actions in a story
 - Explaining:** explaining preferences, thoughts and opinions about the text
 - Retrieval:** using and finding evidence in the text.
 - KS1 Sequencing/ KS2 Summarising:** identifying the main points of the text by recapping prior reading, scanning and using key words.

**How do we track progress?**

- All pupils complete a baseline assessment on entry to Reception.
- Floppy Phonics is delivered daily in EYFS and KS1 and assessed continually against our progress tracker.
- The Reading/Phonics Lead is readily available to support with the assessment process if needed.
- Phonics progress continues to be tracked into KS2 for those children who need phonics support.
- Summative assessments are completed 3 x per year. Y1-6 and provides reading ages.
- Pupil Performance meetings held termly between all class teachers and the SLT. (Senior Leadership Team)
- The Reading/ Phonics lead regularly has classroom-release time to investigate data and track progress.

4) How do we match the pupils' reading books to their phonic ability?

At Saint John's, we understand the importance of pupils reading books that are carefully matched to their reading ability. We have taken the following steps, in order to ensure that all our pupils are reading a suitable text.

- Pupils in EYFS and KS1 have their books changed in line with their Phonics lessons in school to ensure that reading books are matched to the sound that they are currently working on or sounds that they have learnt.
- Pupils are assessed informally daily in phonics by staff, as well as half termly using a phonics tracker. These assessments then inform which books match to the pupil's phonic ability.
- As well as a decodable book, pupils take home a picture 'reading for pleasure' book to share with grown-ups at home.
- Once pupils have mastered their phonics, they progress to levelled reading books with a focus on the development of their comprehension skills and fluency.
- Staff will move pupils onto the next stage when they are confident they have mastered the skills of the stage. When pupils are confident readers they become 'Free' readers.
- Those pupils, who are identified as requiring additional phonics support in KS2, will continue to have phonics-based books.
- All pupils have home/school diaries which are checked in school daily. It is expected that all children read at home every school day.

5) How do we teach Phonics from the start?

- Pupils begin learning letter sounds on entry to Reception, once we have complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs, which is generally within the first 3 weeks of Autumn term.
- Phase 1 is promoted and embedded within the curriculum, exposing pupils to sound rich activities which provide the foundations for reading and writing.
- We follow Floppy Phonics and pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.
- To support the learning in school, pupils take home phonics sheets that match the sounds they have learnt each week.

**6) How do we support pupils to keep up?**

If children are not making expected progress, whether they have SEN provision or not, systematic steps are put in place to give these children the very best opportunity of catching up with their peers: "closing the gap". Here are some of the ways in which we target our provision:

- Summative assessment data is submitted once a term and pupil progress analysis is taken from this. The lowest 20% of pupils are identified and targeted support/intervention is given.
- Formative data informs day-to-day planning and teachers adapt and change their planning according to the pupil needs.
- Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support).
- Phonic intervention support continues for any pupil who requires it into KS2.
- Where language and vocabulary are identified as a barrier, targeted speech and language intervention is used, including NELI and high-quality interactions to support conversation.
- Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home. The SENCO may also be approached for advice.
- Pupils who are identified as not reading regularly at home are monitored, additional reading support is provided and contact is made with parents to offer support where needed.

7) How do we train staff to become reading experts?

We understand that it is vital to provide regular, high-quality INSET in order for all staff to be Reading Experts.

- Regular Reading staff meetings delivered by the Reading Lead focus on reading skills, such as oracy, Early Reading and VIPERS.
- Teaching staff, including Teaching Assistants, receive reading and phonics training as and when required. This may be a specific focus on the SDP or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.
- Reading/ Phonics Lead attends the termly Somerset Network Meetings.
- The Reading/Phonics Lead monitors reading and offers guidance to staff with follow up actions.
- EYFS use their knowledge of early language acquisition to provide advice to parents and staff.
- TAs meet with the SLT to raise and discuss questions or concerns.
- All staff have access to the National College training, which has many different CPD opportunities.
- There is regular monitoring of reading skills in literacy books.
- Governors are involved in monitoring of reading, including learning walks, meeting with the Reading Lead and discussion of data during governor meetings.
- Governors are fully informed of all staff training agendas and any identified training needs.