

Our Reading Plan – response to the 7 areas of reading

Questions	Evidence - Veryan	Next steps
<p>How well do we prioritise reading across the school?</p>	<ul style="list-style-type: none"> • Reading areas in each classroom for topic, RE, science as well as fiction. • Planned, taught reading sessions (RWI, guided reading, storytime) • World Book Day – shared reading events • Reading Karate scheme. • Bookworm in each class. • Reading spine used to ensure high quality choice of literature • Link to Cornwall Library Service to help with organizing library • Library van to top up book provision • Reading homework expectation • Children are read to daily from class reader linked to half termly topic • Kiberick reading challenge • Promote reading across the curriculum • Visiting author 	<ul style="list-style-type: none"> • Developments underway for library
<p>How well do we promote a love of reading?</p>	<ul style="list-style-type: none"> • Reading Spine. • EYFS matching topic to chosen texts • Parent Volunteers in school • RWI satchel books. • Children developed their own class library (4,56) • Adults model reading • Adults favourite books on display / shared • Class reading areas and library are sensory and inviting • Reading homework expectation to promote reading at home • 	<p>Reading Parents meeting planned Summer 2020</p>
<p>How well do we make sure that all pupils make good or better progress in reading?</p>	<ul style="list-style-type: none"> • Interventions in RWI / extra support in reading sessions / extra time being heard read • Regular assessment • Dyslexia Screening Champion available for screening (CJ) • 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 • Question types approach across KS2 to reading (JJ TD CC etc) • Invest in RWI 'literacy and learning' books to follow on from RWI phonics groups • Encourage the use of a 'reading voice' when reading out loud 	

<p>How well do we check that pupils' reading books match the sounds that they can read?</p>	<ul style="list-style-type: none"> • RWI assessments 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. 	
<p>How soon do we start teaching phonics?</p>	<ul style="list-style-type: none"> • 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 100% 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. 	
<p>How well do we make sure that pupils catch up when they fall behind?</p>	<ul style="list-style-type: none"> • 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. • 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. 	
<p>How well do we train our staff to be reading experts?</p>	<ul style="list-style-type: none"> • CCE Trust Literacy Lead group training on approaches to reading – disseminated to staff Oct 19 • Reading Spine introduced across the school • 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 	<p>RWI training for all teaching staff and TA to be rolled out from Sept 2020.</p>

