

7 Aspects of Reading at Grade Ruan

How do we prioritise reading?

Reading is a priority at Grade Ruan School and is a key element of our school development plan. For every child, each day starts with their reading lesson – either Read, Write Inc or our Whole Class Reading lessons. During the day, each class has 10-15 minutes of protected reading time, where children are read to by their class teacher. The teacher can model prosody but also share their love of reading. Our staff are determined for all children to learn to read and to have a love of books.

How do we promote a love of reading?

Each class has their own book corner, where books are sorted into recommended reads, developed with help of the Cornwall Library Service and our own librarians. Each term, we swap many of the books to keep them fresh and inviting.

As well as our protected reading time, children in KS2 are also encouraged to read their own books at the beginning of the day. They record their reads from both home and school in a reading record and children who have 4 or more reads in a week receive a sticker in the back of their records.

We have 2 librarians in year 6. They are enthusiastic readers and can support children to choose books. Each week, we have a class book discussion. The librarians will share any new or interesting books and any other children can also share book recommendations. On a Friday, our librarians help children in Reception and Year 1 to choose their book to share at home.

Each year, we hold a Readathon where children get sponsored for reaching a personal reading target, raising money for storytellers in hospital at the same time. Years 5 and 6 also attend a reading festival at Kestle Barton each year, meeting authors and learning how they come up with their stories.

How do we make sure pupils make progress?

At Grade Ruan school we follow the Read, Write Inc phonics scheme. Children start learning phonics on the first day that they join us. They are assessed at the end of each half term and grouped depending on this assessment.

All of the staff delivering the Read, Write, Inc Phonic programme are highly trained and update their practice continually.

The programme has a strong focus on teaching children to know and remember more.

Children are taught daily in small groups. Small groups ensure that all children are taught at their appropriate level, which results in good progress being made. The RWI programme supports the teach simply model:

- Review/ Revisit- Previously taught sounds and words are continuously reviewed and revisited at the beginning of every RWI Phonics lesson.
- Teach Simply – Children are taught a new sound following the same sequence daily.
- Practice Thoroughly- Children have the opportunity to practise reading the sound in words, including multi-syllabic words.
- Apply- Children apply reading their new sounds in alien words and in closely matched, phonically decodable books.

- Assess- Children are regularly assessed by the Reading Leader. Teachers assess throughout the lesson to check that children understand and grouped appropriately.

'Spotlight children' (children who are not making as much progress as the rest) are sat in the focus of the teacher, to ensure they don't get left behind. The aim of the programme is to ensure that children 'keep up' rather than 'catch up'. Occasionally, children need a little extra support to 'keep up', and they will receive fast track tutoring every day.

Children following the RWI programme (once they get to red) will take home 3 books each week: a coloured reading book, a book bag book (with the same decodable sounds as their reading book) and a book from the library to share with their parents.

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The aim of the programme is to ensure that children 'keep up' rather than 'catch up'. Occasionally, children need a little extra support to 'keep up', and they will receive fast track tutoring several times a week.

Children following the RWI programme (once they get to red) will take home 3 books each week: a coloured reading book, a book bag book (with the same decodable sounds as their reading book) and a book from the library to share with their parents.

All children will continue to follow the RWI programme until they finish the grey level. At this point, we have a selection of chapter books which are matched to their reading level. Once they are in year 4, they are ready to choose their own reading books, with teacher guidance. In class, reading books are divided into recommended reads for

each year group. Teachers and support staff regularly check that children are able to read around 90% of the words in their book to ensure they can read fluently and understand what they are reading.

Children who have finished RWI have Whole Class Reading daily. This is made up of 2 days of fiction, two days of non-fiction and a poetry day each week. The fiction reading uses the class text taken from our book spine. This is an aspirational text that we believe will stretch and inspire the children as we read and enjoy together. Many of these books are taken from the 5 plagues of reading and Pie Corbett's book spine to ensure quality and breadth of texts. The 5 plagues of reading includes books that cover the 5 reading domains that children find most difficult: archaic texts, non-linear time sequences, narratively complex, figurative / symbolic texts and resistant texts. We have included diverse books in our spine so that every child can see themselves reflected in our book choices. Others are chosen for their links to wider areas of the curriculum.

Whole class reading lessons include analysis of texts, discussion of vocabulary, modelling of answering questions, paired, choral and echo reading. Elements of VIPERS are brought together to support the children's understanding.

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

Children start learning phonics on the first day that they join us. They are assessed at the end of each half term and grouped depending on this assessment. The Read, Write Inc programme incorporates books using only the sounds that the children have learnt in class, so they are fully decodable for the children. Each book is read 3 times in

school before they take it home to read again. This helps the readers to feel confident reading and to build their enjoyment as well as their fluency.

In Key Stage 2, once they have finished their RWI programme, children are guided in their choice of shorter chapter books. Whilst there is some choice, this is limited to books at their reading ability.

Once they are in year 4, they are ready to choose their own reading books, with teacher guidance. In class, reading books are divided into recommended reads for each year group. Teachers and support staff regularly check that children are able to read around 90% of the words in their book to ensure they can read fluently and understand what they are reading.

How do we teach phonics from the start?

Our children learn phonics from the day they start at school and their skills are built up in a sequence daily. Our results in KS2 clearly show that children leave at the end of Year 6 with good reading skills and are able to then access the learning when they move onto KS3 at secondary school.

Pupils begin learning letter sounds on entry to Reception. Following the RWI system 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.

First, pupils will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters digraphs: sh th ch qu ng nk ck
- Words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash.

Second, they will learn to read:

- Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy
- Words containing these sounds.

Third, they will learn to read:

- Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure as well as the sounds ue, au, wh, ph, oe, ie
- Words containing these sounds.

From set 2 pupils will learn 2 or 3 new sounds per week.

How do we support pupils to catch up?

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 quickly. Those children who are assessed as being in the lowest 20% of each year group, receive Fast Track Tutoring interventions.

- All children are assessed online at the end of each half term. Children are grouped according to this

assessment and children needing more support are identified.

- Formative assessment informs day-to-day planning and teachers adapt and change this according to the pupil needs.
- Year 1 pupils who are not on track to achieve their phonics check and year 2 pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven.
- 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.

How do we train staff to become reading experts?

We have trained RWI experts. These staff receive weekly coaching and are regularly monitored by our school's Reading Leader, our RWI consultant and Aspire's Improvement Team. We have an annual development day with our consultant where we look at our provision and pick out areas for training and development to further improve our practice.

Our Reading Leader provides regular updates, training and sharing of good practice with everyone involved in the delivery of phonics and supporting early reading. New teachers attend the two day training course and are supported by the Reading Lead and the rest of the team. The Reading Leading also attends courses throughout the year run by Ruth Miskin.

In Key Stage 2, RWI continues to be used to aid reading and spelling, with sound charts in every classroom.