

# **Reading statement 2021-2022**

## **Intent**

At Callowell, our curriculum is designed to develop **independence** and **resilience** in our learners whilst improving their **oracy** skills. We provide our learners with a wide range of experiences and activities to broaden their **cultural development** beyond their own community and promote **inclusion**.

Reading is a vital skill that will support children's learning across the whole curriculum. It is our intent, at Callowell Primary School, to encourage all pupils to read widely, across a range of both Fiction and Non-Fiction texts, both modern and classic fiction, beyond their day at school. Firstly, we encourage all children to have a love books, to gain knowledge of the world in which they live and the wider world and to develop their comprehension skills. We recognize the importance of nurturing a culture where children are discussing authors that they may like or dislike and recommending books to others based on these vital discussions. At Callowell, we embed the importance of **oracy** skills (speaking and listening) from Early Years Foundation Stage (EYFS), so that children are able to communicate and discuss their learning at Key Stage Two (KS2). We know that reading books and stories from a very young age is crucial in the development of children. It is a well known fact that children who read books more often at age 10 and more than once a week at age 16, gain higher results in Maths, Vocabulary and Spelling than those children who read less often. At Callowell, we engender the philosophy that reading will give children the skills and tools they need in order to be a full part of society. We aim to achieve this through providing children with a wide variety of discreet and cross-curricular learning opportunities. Above all, we want children to enjoy reading.

## **Implementation**

The English Curriculum and the wider curriculum at Callowell has Reading at the very epicentre of it. In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, on our Learning Journey, we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. We have a unique staff team and are fortunate to have a higher percentage of male teachers whom we use to act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

Reading is taught throughout the whole school discreetly as part of English and as an integral part of the school day, with teachers modelling fluency and intonation when reading to the class, daily.

At Callowell, we deliver a systematic programme of phonics using Letters and Sounds. In Early Years and Key Stage 1, the teaching of Phonics is taught daily and discretely following the Letters and Sounds scheme. Starting in Nursery, pupils are introduced to linking sounds and letters, and naming letters in the alphabet through rhymes, songs and stories. Pupils in the Reception class begin learning initial sounds and this is built upon in Years 1 and 2. Pupils that do not pass the Phonics screening test in Year 1 are given booster sessions and this continues until they pass.

Every pupil will take part in Guided Reading sessions on a weekly basis to build on their **oracy** and reading comprehension. The sessions involve a mixture of Book Talk, Whole Class and Group Guided Reading, depending on the individual needs of the class. Texts chosen aim to challenge the children to develop high-order comprehension skills, generate child-led discussions and lead to **independent** written activities that allow children to reflect on the text. Teachers will record and use evidence from these sessions to inform their assessments.

In Key Stage Two, we use Whole Class Guided Reading to enhance our teaching and learning of guided reading. It aims to provide children with high quality texts, more access to the 'expert in the room' and an opportunity to read more often.

The learning objective is the same for all pupils in a Whole Class Guided Reading session. The pupils are aware of what 'skill' they are hoping to achieve that lesson and are developing these activities through the use of whiteboards, partnered talk (in mixed ability pairs) and **independent** activities. The text chosen will be a clear challenge for all members of the class, differentiating the follow-up work where appropriate. The follow up work does not always have a written outcome. For example, you may use drama to help children explore a character through role play, debates or freeze frames. We chose to move to Whole Class Guided Reading as our KS2 SATS results suggested that children were confident at exploring vocabulary in context, but they lacked inference skills, with only 66% of them picking up the marks in this area. Children also fell below average in making comparisons within the text, only 46% of children getting marks in this field. Whole Class Guided Reading allows the teacher to use skilful questioning and discussion to help pupils access new vocabulary and develop their understanding of the text.

Moving to Whole Class Guided Reading allows us to assess each of the VIPERS on an individual lesson by lesson basis. Children complete 2-3 sessions, weekly. In UKS2, children also do one lesson a week on a Non-Fiction Text.

This text is sometimes linked to an element of the curriculum that the children are studying. This gives children wider knowledge for other subjects and enhance their **cultural** capital. We also give the children opportunities to read around the curriculum. For example, Year 6 get the opportunity to read around Black History and Year 5 look into Women in Science. This allows children to understand their wider roles in society as well as ensuring diversity, **inclusion** and equal opportunity.

For **independent** reading at home. all children will have a reading book chosen by them at an appropriate level. These books should be 90% readable by the child. We have a colour banded book scheme that uses a variety of genres to engage and excite the children. The scheme is used to support children's reading development. Children who are not ready to advance to the next band will be encouraged to read more broadly at their appropriate level. We will support and encourage children through these bands but we will not rush or push children through them when their decoding and /or comprehension skills are not sufficiently developed. Children who have moved on from the book bands will then go on to 'free readers'.

Those children who, through observations or assessment, are identified as requiring extra support, will be monitored closely by the Class Teacher and the SENCO. Individual interventions will be put in place to support these children. Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender, race or culture. Some children will need to read more regularly to an adult as they need more practise and/or they are not reading to an adult at home. Class teachers will identify these pupils and they will read to school staff or other designated adults on a regular basis.

For children that come into our EYFS setting with early language difficulties are therefore at risk of developing difficulties in reading. At Callowell, we address these difficulties by supporting children through the Nuffield Early Language Programme (NELI). This programme is backed in research; The Education Endowment Foundation found that the impact of the intervention, "was still seen six months after the intervention". In order to support our Pupil Premium children in reading, we will assess a child's specific need and prioritise, based on their starting points. Our current actions include the following: Lego therapy to promote **oracy**, NELI, **oral** language interventions, additional phonics sessions, having Reading Ambassadors to promote reading, peer mentoring, Time to Talk sessions, and additional tutoring. Above all, we know that high quality teaching is the most important lever to improve outcomes for pupils and subject leads complete regular learning walks with a specific focus on Pupil Premium children.

In order for children to reach their full potential in reading, we need as much parental support as possible and our aim, with this statement, is to demonstrate how school and home can work together. At Callowell, we expect every child to read at home at least twice a week.

Parents are asked to read and discuss their child's book and then sign the Reading Record. We provide parent teacher workshops throughout the year to ensure excellent reading strategies are shared. KS2 children also complete a short book review in their reading records to record their thoughts and feelings about what they have read.

In 2021, we launched our new school library where classes visit at least once a week. Year 6 children are named 'Reading Ambassadors' through being librarians. PTA events have allowed us to invest heavily in new books to build on the **cultural** capital of the children. Reaching beyond the National Curriculum, we enrich the Reading Curriculum further by meeting authors to inspire and engage children, we use Bedtime Book Bags with the intention of engaging reluctant readers and 'Feed and Read' to deliver Reading Sessions in a comforting and relaxing way.

### **Impact**

The impact on our children is clear and children make huge progress as they move up through the school. Because of the way reading is planned at Callowell, we have a community of readers who are developing a love for reading. Evidence of this can be seen through our pupil interviews and parent questionnaires, as well as our excellent SATS results at the end of Key Stage 2. This is part of our monitoring cycle at Callowell. Monitoring is carried out by the Subject Leaders, SLT, and Governors. This monitoring and evaluation cycle is mainly done by book looks, learning walks, analysis of data and planning. The children at Callowell thoroughly enjoy showing their work to classroom visitors and they show confidence and pride in their learning. Assessment is tracked via Insight where we update our judgements every half term.

We can track any incidences of children via CPOMS. This enables subject leaders to have certain focuses when doing a Book Look or a Learning Walk, as they have a better understanding of why a child's work may be below standard.

Year 1 children also carry out a Phonic assessment in June.

Years 2 and 6 will also complete Reading Tests for SATS.

Years 3,4 and 5 complete a Reading Assessment to ensure summative assessment data is consistent and passed on to the next teacher. This is done in the Summer term (2022 will begin).