

## Reading at Willow – 2022/23

<p><b>Reading Chronology</b></p> <ul style="list-style-type: none"> <li>September 2018 – Introduced Read Write Inc.</li> <li>April 2018 – Moved to whole class reading in Key Stage 2</li> <li>January 2019 – Introduced using Cracking Comprehension</li> <li>June 2019 – Introduced agreed success criteria for answering questions from different content domains</li> <li>September 2019 – Introduced explicit teaching of reading fluency including echo reading and text marking</li> <li>October 2019 – Introduced shared reading including activating prior knowledge and think aloud modelling</li> <li>February 2020 – Updated the Key Stage 2 reading planning and teaching sequence to reflect recent developments</li> <li>September 2020 – Introduced Star Reading test and Accelerated Reader</li> </ul>	<p><b>Impact</b></p> <p>Fidelity to a systematic scheme for teaching phonics and early reading; books are closely matched to phonic ability. Whole class reading increased the number of teacher led reading sessions for each child and ensured that lower ability children access age related content. Agreed success criteria ensure consistency of taught strategies across school 6 step reading sequence ensures consistency of reading skill focus across Key Stage 2. Star Reading and AR reports are beginning to inform planning and interventions and AR is motivating children to read.</p>	<p><b>Whole School Reading Strategy</b></p> <p><b>Foundation Stage</b> Children begin Read Write Inc. phonics which includes reading activities</p> <p><b>Year 1/2</b> Children continue to progress through Read Write Inc. phonics including reading and writing. Children take home RWI Book Bag Books. In Year 2, most children complete Read Write Inc. phonics and then receive SATs reading practice before moving to the 6 step whole class reading to prepare them for Key Stage 2. Children are moved on to Accelerated Reader home reading books 1:1 tuition is put in place for any children struggling to keep up</p> <p><b>Year 3-6</b> Children have whole class reading sessions 4 times per week following the 6 step reading sequence. Selected children access Read Write Inc. to meet their needs. Children read Accelerated Reader books with their progress being tracked using Star Reader Test and AR quizzes. Lowest 20% are prioritised for reading with adults and diagnostic assessments.</p>	<p><b>Impact</b></p> <p>A clear strategy that builds on children's skills and prior knowledge is in place that all staff are aware of. The needs of the lowest ability children are met (where appropriate) with continuing Read Write Inc. in Key Stage 2 KS2 reading is closely tracked and monitored. AR ensures the children can choose from a wide range of books that are appropriately challenging.</p>
<p><b>Read Write Inc. FS2 – Year 2</b></p> <p>Read Write Inc. is taught daily from 9-10am Children are grouped across FS2-Year 2 according to their reading ability. Children are assessed every 6 six weeks and groups are adjusted so that any children making rapid progress are moved on. All pupils have a decodable RWI text which they used the practise the sounds / red words they have learned. Paper copies of texts read within lessons are sent home to read post the sequence of lessons so that children can build on their decoding knowledge and practise reading fluency. Any children struggling to keep up with their group receive additional 1:1 tutoring. Maz Cullen is the English leader and supports Claire Ostle the RWI Reading Leader. Both monitor the teaching of RWI phonics and the progress the children are making.</p>	<p><b>Impact</b></p> <p>Consistency of the delivery phonic has improved dramatically. Grouping ensures children's needs are met. Rigor of assessment ensures that progress is closely monitored. Teaching of phonics and early reading is monitored effectively and support and training is given where needed. Children keep up with 1:1 tutoring.</p>	<p><b>The 6 Step Key Stage 2 Reading Sequence</b></p> <p>This was introduced to ensure that we have consistency in the planning, teaching and reading activities that the children carry out.</p> <p>The 6 steps:</p> <ol style="list-style-type: none"> <li>1. Vocabulary – exploring the meaning of words in the text</li> <li>2. Shared reading – annotating text using prior knowledge</li> <li>3. Fluency – developing fluency through echo reading and text marking</li> <li>4. Analyse – developing understanding of the text</li> <li>5. Respond – answering questions from a particular content domain using agreed success criteria</li> <li>6. Apply skills – using all reading skills to answer a range of questions ensuring that these reflect the style of those in statutory tests</li> </ol> <p>All of these activities have been being carried out; this sequence ensures that we have consistency.</p>	<p><b>Impact</b></p> <p>Consistency in the planning and teaching of reading. All children have the same balance of lessons focusing on the different reading skills. Content Domain coverage is appropriate for the different phases. Children can articulate what their strengths are and what they need to improve.</p>

### Reading for Pleasure

The following activities are part of what we do to ensure that we are fostering a love of reading in the children at Willow.

### Reading Ambassadors

Reading Ambassadors are children from years 2-6 who love reading and want to promote it across school. They are involved in making decisions about how to do this and they meet regularly with Mrs Rossall our 'Reading for Pleasure' leader to share their ideas.

### Author Visits/Patron of Reading

We have close links with the authors Peter Murray and Simon Murray. Peter writes books aimed at Key Stage 2 children and Simon writes books suitable for Foundation Stage/Key Stage 1. In addition to this, we have had other authors come in to school to share their love of reading and writing. As of September 2022, Peter Murray is now the 'Patron of Reading,' at Willow Primary School.

### Library Visits

The school has close links to Bessacarr Library and Mrs Rossall has worked with the Library to stock our 'Reading Passport,' books.

### Class Story

Every class in school is read to for at least 10 minutes each day which is a great opportunity for the class teacher to share their passion for reading.

### Reading Passports

Reading Passports reflect a 'Rainbow' of quality texts that the children are encouraged to read at home. For each passport completed read they receive a prize. At least one copy of each book is available in school and the list has also been passed to the library.

### Reading Challenges

Throughout the year, different class reading challenges are set with prizes for the class to achieve the challenge. There's lots of friendly competition and children encourage others in their class to read and play their part.

### Suitcase Libraries

When the weather allows, Reading Ambassadors take suitcase libraries out at lunchtime so that children who may wish to read have a good selection of books to choose from.

### Breakfast Club

School breakfast club encourages a love for reading by having a range of books available to the children and the older children often read to the younger ones.

### World Book Day

Every year we celebrate World Book Day. Not only do we dress up but we have a huge range of different reading activities for the children to take part in.

**Impact** Pupil voice has shown that 98% of children say that they like reading and children love the new books that we have invested in. Many children are also able to talk more confidently about different authors and the books they have written. Reading Passports have been very well-received and children are reading the texts suggested at home. Children are able to talk about their class text and what their teacher is reading to them.

### Reading Fluency Intervention

Year 3 identified as requiring some additional support with reading fluency access a reading fluency intervention which aims to improve their fluency and thereby their understanding of what they read. The progress of these children is measured using the York Assessment of Reading Comprehension (YARC) and Star Reading. The project has delivered significant results in both improvements in fluency and comprehension. These intervention sessions are in addition to whole class reading fluency sessions.

### Impact

Children have gained confidence in echo reading and can text mark with more independence as well as reading at a more appropriate rate with better phrasing and intonation.

YARC assessments used for summative assessment information and as a diagnostic tool to highlight any areas of improvement for specific individuals.

### Overall Impact - Reading Data

	2017	2018	2019	2020 (T assessed)	2021 (T assessed)	2022
<b>Key Stage 1 Expected +</b>	78%	83%	90%	83%	58%	83%
<b>Key Stage 2 Expected +</b>	61% (-1.9)	61% (-4.4)	78% (-1.2)	86%	90% (-0.4)	80%
<b>Key Stage 2 GDS</b>	18%	22%	17%	41%	39%	23%
<b>Year 1 Phonics</b>	69%	85%	85%	89% (Nov 2020)	64%/90%	83%/98% (KSI)
<b>EYFS ELG</b>	94%	84%	84%	70%	58%	70%

2019's results showed Key Stage 1 15% above the national average and Key Stage 2 5% above national.

The percentage of children achieving the required standard for phonics screening was 85% which is 3% above the national average and the percentage achieving the reading ELG was 84% which is 7% above national.

The KSI 2020 teacher assessed data showed a slight drop in reading at the expected level due to 9 children with additional needs. The phonics screening test was carried out in Nov 2020 and showed a further increase in the percentage of children reaching the expected standard. The drop in the EYFS data was due in part to the cohort of children (EAL and SEN) and the difficulty in predicting progress when the children had been in school for such a short period of time. The KS2 showed a significant increase at both the expected and greater depth standard.

The 2021 results show the impact of Covid lockdowns on the EYFS/KSI children; by December though, with the use of Covid additional funding to provide 1:1 tutoring, the children had caught-up with 90% achieving the expected standard. Clear recovery plans are in place to ensure that children make rapid progress towards age related expectations. KS2 results showed that the improvements in reading from the previous year were maintained. The 2022 results are above national averages in KSI and KS2 (EXS and GD). In KS2, outcomes were above national average for EXS but below for GDS with progress slightly below average (0.4) but higher than the national average (0.7). Areas of action - Replicating intervention programmes in Year 2 will impact on reading fluency (key component for KSI SATs). Ensure pupils who achieved phonics screener but not EXS+ in Reading are targeted for precision teaching/intervention where appropriate. Develop the quality of teaching and learning through further CPD with a specific focus on Fluency strategies and GD challenge.