

Reading at Willow

<p>Reading Chronology</p> <ul style="list-style-type: none"> September 2018 – Introduced Read Write Inc. April 2018 – Moved to whole class reading in Key Stage 2 January 2019 – Introduced using Cracking Comprehension June 2019 – Introduced agreed success criteria for answering questions from different content domains September 2019 – Introduced explicit teaching of reading fluency including echo reading and text marking October 2019 – Introduced shared reading including activating prior knowledge and think aloud modelling February 2020 – Updated the Key Stage 2 reading planning and teaching sequence to reflect recent developments September 2020 – Introduced Star Reading test and Accelerated Reader 	<p>Impact</p> <p>Fidelity to a systematic scheme for teaching phonics and early reading; books are closely matched to phonic ability</p> <p>Whole class reading increased the number of teacher led reading sessions for each child and ensured that lower ability children access age related content</p> <p>Agreed success criteria ensure consistency of taught strategies across school</p> <p>6 step reading sequence ensures consistency of reading skill focus across Key Stage 2</p> <p>Star Reading and AR reports are beginning to inform planning and interventions and AR is motivating children to read</p>	<p>Whole School Reading Strategy</p> <p>Foundation Stage</p> <p>Children begin Read Write Inc. phonics which includes reading activities</p> <p>Year 1/2</p> <p>Children continue to progress through Read Write Inc. phonics including reading and writing and have a Buddy Reading session each week. 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</p> <p>1:1 tuition is put in place for any children struggling to keep up</p> <p>Year 3-6</p> <p>Children have whole class reading sessions 4 times per week following the 6 step reading sequence plus Buddy Reading (CR)</p> <p>Selected children access Read Write Inc. to meet their needs</p> <p>Bedrock Vocabulary is used from Year 2-6 to develop and extend children's vocabulary. Children read Accelerated Reader books with their progress being tracked using Star Reader Test and AR quizzes.</p> <p>Lowest 20% are prioritised for reading with adults and diagnostic assessments</p>	<p>Impact</p> <p>A clear strategy that builds on children's skills and prior knowledge is in place that all staff are aware of</p> <p>The needs of the lowest ability children are met (where appropriate) with continuing Read Write Inc. in Key Stage 2</p> <p>KS2 reading is closely tracked and monitored</p> <p>AR ensures the children can choose from a wide range of books that are appropriately challenging</p>
<p>Read Write Inc. FS2 – Year 2</p> <p>Read Write Inc. is taught daily from 9-10am</p> <p>Children are grouped across FS2-Year 2 according to their reading ability (CR)</p> <p>Children are assessed every 6 six weeks and groups are adjusted so that any children making rapid progress are moved on</p> <p>Any children struggling to keep up with their group receive additional 1:1 tutoring</p> <p>Claire Ostle is the RWI Reading Leader and monitors the teaching of RWI phonics and the progress the children are making</p> <p>School have a Ruth Miskin Consultant Trainer who comes to school each term for a development day (CR). She advises us and provides training and support to ensure that the children are making the maximum amount of progress and updates our RWI action plan</p>	<p>Impact</p> <p>Consistency of the delivery phonic has improved dramatically</p> <p>Grouping ensures children's needs are met</p> <p>Rigor of assessment ensures that progress is closely monitored</p> <p>Teaching of phonics and early reading is monitored effectively and support and training is given where needed</p> <p>Children keep up with 1:1 tutoring</p>	<p>The 6 Step Key Stage 2 Reading Sequence</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"> 1. Vocabulary – exploring the meaning of words in the text 2. Shared reading – annotating text using prior knowledge 3. Fluency – developing fluency through echo reading and text marking 4. Analyse – developing understanding of the text 5. Respond – answering questions from a particular content domain using agreed success criteria 6. Apply skills – using all reading skills to answer a range of questions ensuring that these reflect the style of those in statutory tests <p>All of these activities have been being carried out; this sequence ensures that we have consistency.</p>	<p>Impact</p> <p>Consistency in the planning and teaching of reading</p> <p>All children have the same balance of lessons focusing on the different reading skills</p> <p>Content Domain coverage is appropriate for the different phases</p> <p>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 1-6 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 Miss Burgen to share their ideas.

Author Visits

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. (CR) We are looking at Virtual Authors UK as an alternative

Library Visits

All children have a library card for Bessacarr Library and each week the Head Teacher or Deputy Head take a group of children to select books. (CR)

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

Each phase of school has a Reading Passport that has 48 quality texts that the children are encouraged to read at home. For each ten that they 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.

Favourite Book Assemblies

Teachers are invited to share one of their favourite books with the children and talk about other books by the same author.

Buddy Reading

Classes of older children and younger ones are paired up and the older children listen to the younger ones reading. This is great as the children not only get to share their reading but also build relationships with other children in school. (CR)

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.

CR = COVID Restricted

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 was run last year and showed significant results in both improvements in fluency and comprehension. These intervention sessions are in addition to whole class reading fluency sessions.

Impact

Initial impact has shown that the 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 will be carried out in Summer 1 for summative assessment.

Overall Impact - Reading Data

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

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 KS1 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/KS1 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.

