

Blackwater School - Seven Aspects of Reading

Aspect	Actions
<p>How do we prioritise reading?</p>	<ul style="list-style-type: none"> ✓ Children are taught reading daily at their ability level through phonics and comprehension. At least thirty minutes daily is spent on the teaching of reading. ✓ We use Optima Reading, a synthetic phonics scheme which promotes mastery of phonics skills alongside developing a love of books. ✓ We use Accelerated Reader as a tool to ensure children are reading books matched to their reading ability as well as tracking their comprehension skills. ✓ Children are taught comprehension skills from Nursery through to Year 6. We use the VIPERS and Book Talk as a model for teaching comprehension. ✓ We have an extensive library of books and in classes to foster a love a reading. ✓ The library is in a central space where all children have easy access from classrooms. ✓ All classes take part in book talk weekly. We have a collection of highly engaging and inspirational picture books to promote higher order thinking skills. ✓ Home reading is evidenced through paper records in KS1 and online 'Go Read' reading record in KS2. Children are expected to read a minimum of four times a week at home. Staff track home reading and communicate with parents when the minimum requirement is not being met. ✓ Class Dojos are rewarded for reading at home. ✓ All classes visit the library weekly for non-fiction texts, chosen according to children's individual interests. ✓ All classes have a shared reading text linked to their topic. During daily shared reading time, adults model reading comprehension skills and guide children through VIPERS questions on the text. ✓ We use the VIPERS to build their comprehension through the shared text. ✓ Staff are trained in the latest developments in reading through whole staff termly meetings. With regular updates as necessary. ✓ We subscribe to the Education Library Service at silver level in order to regularly restock our books, including non-fiction texts linked to our topic learning.
<p>How do we promote a love of reading.</p>	<ul style="list-style-type: none"> ✓ Mixed age pair reading is facilitated weekly to support reading interest and provide younger children with older 'role models'. ✓ Our library is run by our 'Reading Champion' who spends time finding out what the children want to read and sourcing a range of exciting new books. ✓ Our library includes several comfy and attractive seating areas to make it an enticing place to enjoy a book. ✓ Our phonics scheme, Optima reading, promotes shared reading of 'real books' with children, chosen according to their interests. ✓ We subscribe to 'First News' newspaper, 'Whizz Pop Bang' magazine and additional comics and magazine to cater for a range of reading interests. ✓ We use displays around the school to promote reading for pleasure. ✓ We celebrate World Book Day with special events each year. ✓ Book Talk, (based on the research of Aiden Chambers) is a weekly session where all children are encouraged to share their thoughts on the text, regardless of reading ability. ✓ All staff are expert readers, modelling reading skills. ✓ Adults in the school promote a love of reading to the children by modelling it and discussing books with children. ✓ Teachers read class stories to the children every day. ✓ Children have access to a range of fiction, non-fiction and poetry texts.

<p>How do we make sure pupils make progress?</p>	<ul style="list-style-type: none"> ✓ We teach phonics using a programme which is based on extensive research and uses an interleaved approach to ensure mastery, building new learning while practising old learning daily. ✓ Phonics progress is tracked every six weeks using our Optima phonics assessment. ✓ Interventions are put in place early on in reception to ensure gaps are targeted. ✓ Children who haven't achieved their phonics screening check receive intensive phonics intervention (Optima intervention daily). ✓ Accelerated Reader pin points children not making progress and provides reports offering next steps. ✓ AR reports are analysed by the reading champion and advice is given to teachers to ensure children are progressing. ✓ We track children's reading at home and support parents who are not achieving four reads per week. ✓ Our progression of skills document is used to plan word reading and comprehension across the school. ✓ VIPERS for reading comprehension skills are embedded in every classroom and used consistently. ✓ Children read daily in school, and those who are falling behind or in the bottom 20% read daily in school.
<p>How do we match the pupil's reading books to their phonic ability?</p>	<ul style="list-style-type: none"> ✓ Children are assessed in phonics and assessment informs which books match their ability. ✓ The use of Oxford Reading Tree to ensure one scheme is used in KS1. ✓ AR is used for some children in Year 2 and through KS2 to match reading books to reading ability. ✓ For our falling behind and bottom 20%, reading books are monitored by staff, who assess the children have comprehension of the book they are reading. <p>Next steps:</p> <ul style="list-style-type: none"> - Ensure the Optima scheme is matched to the Oxford Reading tree, in particular the split digraphs and put in place additional resources for children to practise the split digraphs at home.
<p>How do we teach phonics from the start?</p>	<ul style="list-style-type: none"> ✓ We have children join us in Nursery, where the focus is on phonological awareness through games and rhymes. ✓ From the start of Reception, children begin learning letter sounds and follow the Optima phonics programme. ✓ Through our Optima scheme, we teach new learning alongside old learning to ensure mastery. ✓ Our phonics progression document maps out when sounds are taught throughout the three years of phonics teaching. ✓ We complete baseline assessments in Communication, Language and Literacy to support and identify speech, language and communication needs. ✓ Home learning sheets are sent home in EYFS to link with the phonics learnt that week. ✓ Progress is tracked half termly using our phonics assessment and interventions put in place following the first assessment in reception.
<p>How do we support pupils to catch up?</p>	<ul style="list-style-type: none"> ✓ We collect data once every half term and use it to adapt and support where needed. ✓ Staff are skilled to ensure intervention groups have high levels of quality first teaching. ✓ We use Optima reading as an intervention in key stage two for any children who have not yet mastered the necessary phonics skills.

	<ul style="list-style-type: none"> ✓ We prioritise children working below age related expectations for in school reading with school staff and volunteers. ✓ For children who find the comprehension skills particularly challenging, we use Reading Rocketeers as an intervention at Key Stage two. ✓ For children who are working below age related expectations, their learning is tracked through the objectives per year. ✓ The use of Provision Map is used to track interventions and measure their impact. ✓ Children who are still to master the reading objectives from previous academic years have the objectives they are working at regularly checked. This informs future targeted support.
<p>How do we train staff to be reading experts?</p>	<ul style="list-style-type: none"> ✓ The staff have all received Optima reading training and this is embedded through termly training delivered by Optima or in house. ✓ The reading lead monitors reading throughout the school. ✓ Regular sessions to assess comprehension in book talk and using the VIPERS. ✓ Our staff share and OneDrive areas of our network are well populated with guidance for teaching reading and the pedagogy behind it. ✓ The use of Literacy Shed Plus to guide our use of the VIPERS. ✓ Regular phonics learning walks to ensure consistency of teaching. ✓ Pupil voice is used as an additional monitoring strategy.