



Reading at St Michael's

Intent

At St Michael's, we value reading as life skill and as a school community we are fully committed to enabling our children to become competent and life-long readers. We place reading and books at the core of our whole curriculum, recognising the important role it plays in extending vocabulary and developing comprehension skills both in Literacy and across other subjects. For this reason, our intent to increase our children's access to high quality texts, extend vocabulary, challenge children to become more confident, engaged and discerning readers but most of all- promote greater enjoyment of books! We understand that these elements are all intertwined, each relies on the other if our children are to become life-long readers.

Our school serves an area of high deprivation. The IDACI index places the local community at the 657th poorest ward out of 32,000 nationwide. There are over 40 different languages spoken within our school. The proportion of pupils eligible for support from the pupil premium is well above national and pupils who have special educational needs, is also above national average.

We are aware that access to books and high-quality literature is limited in our community however we acknowledge that children need access to a range of books to become fluent engaged readers. Whilst local library services are in are operation, we know that many children and families do not access such services independently. Therefore, as a school, we are best placed to support children and families with exposure to high quality books and literature.

These challenges underpin our rigorous approach to reading. Without fluency, which is underpinned by oral language and decoding ability, our children will struggle to access a wider curriculum. As research shows that there is a strong relationship between children's attainment and a school's culture toward reading, it is essential that our structured approach, aims to overcome these barriers and enable of children to move on from our school, as engaged and competent readers.

Implementation

As a school, we believe that there are six cornerstones to reading:

- Phonemic awareness (ability to hear sounds)
- Phonics (segmentation and decoding)
- Fluency
- Oral Language
- Vocabulary
- Comprehension

We have structured plans in place to teach these aspects throughout our school. We have a series of non-negotiables in place to ensure consistency of approach. These include:

- Daily story time in EYFS and KS1
- Daily independent reading across KS1 and KS2
- Daily teaching of phonics in EYFS, Year 1 and Year 2 and intervention in Year 3 and Year 4
- Daily Toe by Toe intervention for children in Year 5 and 6 who need additional support
- Daily teaching of vocabulary (pre teach and word of the day intervention)
- Daily practise for fluency development



- Daily comprehension (oral/written – raid the reader) from Nursery to Year 6
- EYFS/KS1 and LKS2 and UKS2 weekly reading assembly

Phonics

‘Letters and Sounds’ forms the basis for all phonic teaching throughout our school. This is a phonic resource published by the Department for Education and Skills. It aims to build children’s speaking and listening as well as prepare children for learning to read by developing their phonic knowledge and skills. It sets of detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of becoming fluent readers by age seven.

Children are taught phonics from the beginning of reception. In reception sessions take place 5 times a week. Initially, the whole class are taught together but following assessment, they quickly move to two groups as children progress at different rates. Children move between different groups when necessary.

In Year 1, children work in 4 phased phonic groups, participating in 5 sessions each week. Children who are not making expected progress also receive phonics/reading intervention sessions with a specialist TA. The effectiveness of these interventions is recorded and monitored.

We use phonics tracker to monitor children’s progress and complete assessments on a termly basis.

At the end of reception, we aim for our children to be working within Phase 3 phonics. At the end of Year 1, we aim for our children to be working within Phase 5 phonics. At the end of Year 2, we aim for our children to complete the phonics phases by Easter and increase their confidence using and applying them confidently when reading and writing.

When children progress into KS2, we identify children and track children who still require phonics input. These children receive additional phonic teaching at least 3 times a week and continue to read books that are matched to their phonic stage. There are monitored by our SEN and English coordinator.

Reading in the classroom

We have worked hard to develop our teaching of reading and use of high-quality texts in the classroom. Using ‘Raid the Reader’, we have developed a systematic approach to the explicit teaching of key reading skills and objectives outlined in the National Curriculum. Grounded in research, this approach utilises short texts to engage and expose children to a variety of genres and literacy styles. Children are encouraged to ‘raid’ the text for key vocabulary and literacy techniques as well as answer comprehension questions based on NC skills and objectives.

We have created our own reading spine based on a variety of recommendations from literacy experts, local librarians, school staff, pupil and parents. An outline of these books can be found on the school website.

Children enjoy daily story time across Early Years and KS1. This focuses on developing listening skills, story structure, recall and enjoyment with the aim of fostering a lifelong enjoyment of reading.

From Year 1 to Year 6, children take part in weekly ‘Raid the Reading’ activities that are differentiated accordingly.



Until children are secure with Phase 5 phonics, their home reading book continues to be chosen to match their current phonic phase. Children in this group in KS1 also have a set of tricky words and phonemes to practise which are sent home weekly in their reading diary. Children also take home a more challenging text to share with parents and develop their reading skills – this is called a grapple book. After that, children will progress to our colour band system. Books are changed once a week by the class teacher.

In Year 2, children enjoy quiet reading to encourage reading for pleasure. They also have regular visits to the library to choose a book, suitable to their reading level – the class teacher or TA facilitates this process.

We have a variety of initiatives and incentives to maintain enthusiasm for reading. From Year 1 to Year 6, each class has a 'Once Upon a Time' reading display, children move through this display based on the amount of times children read with an adult.

Reading cafes and phonic workshops are held termly for each class and support parents by providing guidance and modelling of our approach to explicit teaching early reading and comprehension.

A lunchtime book club takes place weekly targeting more able reader in KS1 and KS2.

KS2

Children are levelled according to Book Bands. Brown (ORT stage 8-11), Grey (ORT stage 12-14), Dark Blue (ORT stage 15-16) and Dark Red (ORT stage 17-20). The colour bands are wide which allow for teacher assessment and discretion as to where children are within them. **Children do NOT need to read every book in a set before moving on.** All children in KS2 are listened to read by an adult at least once a week and books are then changed as required. Target readers are listening to read by an adult at least 3 times a week – this is reviewed regularly to ensure progression. Children on the scheme in Year 3, 4, 5 and 6 have choice over the book they read – they can choose their own new book from the appropriate colour box – with supervision.

In KS2, children who are identified as confident readers by their teachers and who are working within the Dark Red stage complete a Salford reading test. This test provides a Reading and Comprehension age. Children reading at 10.2/10.4+ are classed as Free Readers. They can choose their Free Reading book from an appropriate section of the library – this is their independent reading book. Free Readers needs to complete a school developed Book Review which is reviewed by the class teacher before changing their reading book.

We encouraged children to have at 4 entries per week in their logs to demonstrate regular reading. We encouraged children to read with an adult where possible. Teachers monitor every child's reading logs weekly.

Each KS2 class allocates a 10-minute session every day for quiet reading. In addition, each class reads their class book from the schools reading spine daily for 10 minutes.

Each class has a reading incentive chart in their classroom entitled 'Once Upon a Time' to encourage, motivate and reward regular reading. Children receive a maximum of 4 points a week and are rewarded with certificates as they progress and collect more points.



Intervention

Additional phonics-based sessions for children who are not meeting expectations, both in KS1 and KS2.

Flashcards and tricky word work

Memory magic

We assess working memory and develop skills with children at KS1. Working memory and memory skills are crucial for both language development and learning. We provide intervention for children who are not making required progress in phonics and reading.

Lexia

We have a school subscription to Lexia (a computer-based approach to improving reading). Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension. Class teacher decide which children need this intervention and children have timetables access 3 times a week for 20minute sessions.

Fostering a love of reading at St Michael's

We have a number of planned incentives and activities in school that foster and encourage a love of reading among the whole school community. These are listed here:

- Book swap for parents and carers
- Key stage reading assemblies that take place weekly led by members of the SLT, class teachers, TA's and parent reading volunteers
- Reception and Year 6 reading buddies
- Parent reading volunteers
- Eye catching reading displays celebrating the class reader in each class
- Book Champions in KS2
- Termly school led book fairs
- Half termly visits to the local library
- Termly author visits

School Library

As a school, we have invested heavily in creating a school library, which is bright and encouraging. It is stocked with a wide range of fiction, not only popular authors, but also authors that our children would not normally encounter. It is also stocked with a variety of bilingual books and books from authors from different cultures.

A range of non-fiction texts have been specifically purchased matched to the topics studied across the wider curriculum.

Pupil voice is also a strong factor in the selection of reading material. Leaders put a substantial budget aside each year to add to existing reading resources. This is used to update and expand the library and the books that are available to the children of St Michaels.

School Environment



In addition, to further raise the profile of reading in classes we have invested heavily in creating attractive reading displays which celebrates the book using various linked artefacts and key vocabulary.

Data

Year 1 Phonics Screen

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Phonics Screen

Year	% passed	% girls passed	% boys passed	National Average
2015	43	50	33	77
2016	83	85	81	81
2017	79	75	83	81
2018	80	77	83	83
2019	90	94	86	81

Year 2 (including Year 1 matched data)

Year	% passed	National Average
2016	77	91
2017	84	92
2018	96	92
2019	87	91

Having been significantly below national average in 2015, the phonics screening tests have now broadly matched or exceeded national averages for the last three years. This is due to improved quality first teaching, forensic tracking and additional resources resource brought in with the specific target of improving reading earlier in the school.

Key stage 1

Attainment Outcomes: End of Year 2 (All Pupils)

	2016 Ex Sch	2016 Ex Nat	2017 Ex Sch	2017 Ex Nat	2018 Ex Sch	2018 Ex Nat	2019 Ex Sch	2016 GD Sch	2016 GD Nat	2017 GD Sch	2017 GD Nat	2018 GD Sch	2018 GD Nat	2019 GD Sch
Reading	60	74	65	76	76	76	73	3	24	15	25	28	26	20
Writing	60	72	65	68	69	70	70	13	13	8	16	14	16	13
Maths	60	73	73	75	79	76	73	17	18	23	21	24	22	13
Science	60	81	80	83	83		77							

Reading attainment scores at the end of Key Stage 1 have steadily increased year on year since 2016, in 2018 and 2019 reading attainment scores are broadly inline with national averages at the expected levels. Attainment figures at the greater depth standards are also improving year on year.

Key stage 2



Attainment Outcomes End of Year 6: All Pupils

	2016 Ex Sch	2016 Ex Nat	2017 Ex Sch	2017 Ex Nat	2018 Ex Sch	2018 Ex Nat	2019 Ex Sch	2016 GD Sch	2016 GD Nat	2017 GD Sch	2017 GD Nat	2018 GD Sch	2018 GD Nat	2019 GD Sch
Reading	60	66	67	71	76	75	76	14	19	17	25	21	28	30
Writing	67	74	80	76	83	78	88	17	15	23	18	21	20	24
Maths	53	70	93	75	69	76	88	14	17	30	23	21	24	30
EGPS	66	72	87	77	86	76	94	24	22	30	31	24	34	30
R/W/M	48	53	67	61	66	64	73	7	5	10	9	7	10	15
Science		81		82		81	91							15

Since 2016, reading in Key Stage 2 has steadily improved to be broadly in line and in some cases exceed national averages at the expected levels; reading attainment figures at greater depth standard is also improving year on year to be in with national averages. Our progress figures also indicate that children are developing well from their individual starting points.

We are proud of how our efforts to improve reading at St Michael's has had an impact on raising pupils' attainment figures. We are proud of how reading is taught at our school and this data shows that our approach is successful in improving

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