

Bilston C of E Primary School



READING STATEMENT

Intent, Implementation and Impact

Abstract

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum requirements, supported by clear skills and knowledge progression for each year group and key stage. This ensures that skills and knowledge are built upon year on year and sequenced appropriately to maximise learning for all children.

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Background research

Education Endowment Fund

Research indicates that

- *children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities*
- *all pupils benefit from oral language interventions, and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)*
- *Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.*

School's context

- *Baseline upon entry data indicates that a significant number of children enter Foundation Stage with speaking and listening skills that are below chronological expectations.*

Intent

At Bilston C of E Primary, reading is a top priority and is a key driver for our curriculum. Therefore we have a Reading Leader (RWI) and an English Leader who work collaboratively with the entire Senior Leadership Team to develop and ensure it is a key skill being taught effectively and embedded across the curriculum.

It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education.

We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material and the "Best of what has been".

Through the teaching of Reading, the children are equipped with all the necessary skills that will enable them to become independent learners whilst maximising their creativity.

EYFS Foundation Stage

Reading ELG – Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

Key Stage 1 & 2 National Curriculum POS

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

In both KS1 and KS2 it is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education at Bilston C of E Primary, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Ambition

To ensure school meets the requirements of the National Curriculum and to enable all children to succeed in reading right from Foundation Stage children are provided with opportunities to immerse themselves in literature and roleplay. Pupils are assessed against Age Related Expectations for their year group and assessments are reported for EYFS, Year 1 Phonics screening, Year 2 and Year 6.

Reading skills are taught throughout the week. Children have a daily English lesson and reading skills might be part of this lesson. Additionally, children have home reading books which they read with a member of staff twice a week, SEND pupils x3 per week and children engage in a guided reading text weekly. Children are given opportunities to read across the week in other core and foundation subjects.

Implementation:

- The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1.
- Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.
- Phonics is delivered in ability-group format, because it enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers. This can involve cross year group delivery.
- Timely intervention is planned for those children who are working below expected levels as soon as needs are identified.
- The school ensures all texts are accurately matched to pupil ability, as all books are graded to ensure progression and challenge for all children.
- Books are carefully selected by teachers with the knowledge of how they link to other areas of the curriculum.
- All teachers use a class text to introduce pupils to a range of genres and to teach a range of techniques which enable children to comprehend the meaning of what they read. This text will be the focus of the learning in the English lessons.
- All classrooms have their own class reading areas with topic themed books, and it is intended that these areas are further enhanced this year.
- Any children not making the expected progress have 1:1 or small group intervention to help develop a secure understanding of the reading skills.
- Reading skills are taught using DERIC; Decoding, Explain, Retrieval, Inference, Choice.

Effective Subject Leadership:

The English Leader, Mrs Bunce has an interest in literature and understands that there is a direct correlation between children's success with reading and attainment for life long learning.

As a Specialist Leader in Education, Mrs Bunce has not only worked to raise standards in areas of Reading but also with other schools (SSIF projects) and engaged with other SLEs.

The subject leader attends training and subject co-ordinator meetings within the LA and also with other SLEs at the Teaching School.

A broad and balanced curriculum

A broad and balanced curriculum is offered with many opportunities for reading skills to be applied to other areas of the curriculum. Good practise is consistently shared between staff and governors have been generous with the budget to ensure pupils have opportunities for reading at home and the home reading books are regularly enhanced.

Medium term planning ensures that children have an opportunity to engage in many genres of texts and those from different cultures. Both modern and traditional texts are used to give children an exciting and diverse exposure to literature.

Benefits of reading for pleasure.

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making.

Assessment

In EYFS children are assessed against the

➤ ELG for Reading

In year 1 through to year 6 pupils are assessed against two stands.

➤ Word Reading

➤ Comprehension

We use the STAT Sheffield system to assess the children to ensure a uniformed approach with other subjects. We began using this system in 2018. It is based on how many children are:

➤ Below

➤ Working Towards

➤ On Track

➤ Exceeding

A child is judged as exceeding if they are independent learners in their year group as well as show the ability to demonstrate skills in other curriculum areas. They must also be able to respond to feedback and disseminate these skills in class.

Impact

The implementation of this curriculum ensures that when children leave Bilston Church of England Primary School, they are competent readers, who not only can read texts of a Year 6 ARE level but can understand them and apply ideas. Reading underpins the rest of the curriculum and because children leave Bilston being able to be successful readers, they are successful learners in other areas of the curriculum.

Monitoring and Evaluation

The curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Additional management time is given to subject leaders upon request to enable them to successfully carry out their roles and responsibilities, without adding to workload. This may take place via learning walks with a member of SLT staff or with link governors. The information from the monitoring and evaluation then forms the basis of the impact assessment for the curriculum area.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil

voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders and the coordinator assess the impact of the curriculum.

Outcomes for Pupils

Our curriculum consistently leads to good outcomes and results for the pupils at Bilston Church of England Primary School. Since implementing the use of our STAT assessment system (2018) school have generally shown an upward trend in computing. Year 3 and 4 experienced a slight incline in ARE children due to staffing changes and behaviour issues.

However, pupils with additional learning needs also made good progress in the subject in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps.

2019 Summer Data

Year Group	Below	Working Towards/ Emerging	On Track/ Expected	Exceeding
EYFS	n/a	28.8	49.2%	22%
Year 1	15%	18%	60%	7%
Year 2	9%	14%	60%	17%
Year 3	27%	12%	58%	3%
Year 4	8%	23%	52%	17%
Year 5	19%	17%	46%	19%
Year 6	15%	23%	43%	18%

2020 Spring Data – Coronavirus Outbreak

EYFS ARE or above % for end of Spring 47%

Year Group	All pupils		Pupil Premium	
	Expected or Above %	Greater Depth %	Expected or Above %	Greater Depth %
Year 1	58	10	52	4
Year 2	63	8	59	0
Year 3	58	12	48	3
Year 4	71	11	75	11

Year 5	64	19	54	8
Year 6	67	18	68	19

How we are Improving Reading in 2020-2021

- Rigorous monitoring is to take place regularly – with NQT's and new or additional staff being given more support and consistent feedback.
- Engaging in the Early Reading project with the English Hub to improve the outcomes for early reading.
- Improve interventions and catch up teaching in Reading comprehension for the children in KS2, to ensure that they are meeting ARE for their age.
- Develop a pleasure for reading across the school.

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