

Barmby on the Marsh Primary School – How do we teach Reading?

INTENT

At Barmby on the Marsh English education should be fully inclusive to every child. We believe that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover. English enriches all other areas in both school and society and it facilitates the acquisition of knowledge and understanding. Communication, both written and verbal, allows ideas and emotions to be conveyed. It allows individuals to develop culturally, emotionally, intellectually, spiritually and socially. A range of genres are studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

At Barmby on the Marsh Primary School our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for reading and read for pleasure on a regular basis.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of reading;
- read for pleasure both at home and school on a regular basis;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

At Barmby our aims are:

- To ensure full entitlement and access to high quality education within a broad, balanced and relevant curriculum;
- To identify barriers to learning as early as possible;
- To reach high levels of achievement for all so that children can reach their full potential;
- To meet individual needs through a wide range of provision, providing differentiation that aims to remove any barriers to learning;
- Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:
- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- Wave 1,2,3 interventions;
- Other small group work;
- Class support;
- Bilingual support/access to materials in translation;
- Further differentiation of resources.
- Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

IMPLEMENTATION

Our school follows the Read, Write Inc phonics program from Nursery into Key Stage 1. Pupils complete the phonics program learning, embedding all the Set 1, 2 and 3 sounds.

All children have a baseline assessment in phonics and are then grouped accordingly by the class teacher. Phonics is timetabled every day. Children move to different classrooms and learning areas for phonics and all staff including TA's are responsible for a group.

Regular assessments are carried out by the class teacher and the groups are changed accordingly.

When children first become readers they have access to our colour book banded system progressing through the stages to eventually becoming a 'free reader'.

IMPACT

Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time we provide books to ensure that children read for pleasure and learn to love reading.

If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessment;

- Phonics screening results;
- Book band colour - assessed using Benchmarking;
- Cornerstones termly reading assessments
- End of Key stage SATs results.

The implementation of the RWI phonics had a huge impact on our reading progress. The teaching of phonics in our school is systematic and all staff are regularly updated with any changes. Booster classes are held where necessary.