



## READING at Mousehole School

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### Intent

At Mousehole School, reading is a top priority and is a key focus for our curriculum. Reading is led by the English lead – Alex Mullaney. It is our intention to ensure, that by the end of their primary education, children are confident, competent readers who enjoy reading a wide variety of texts. We therefore encourage all pupils to read for enjoyment, read-widely and that reading is a life skill that can provide a great deal of pleasure but also opens the door to accessing all areas of learning.

### Implementation

#### **How is early Reading prioritised at Mousehole School?**

- In EYFS our approach to teaching Reading is phonics and early reading (Book talk)
- In EY and KS1 the systematic teaching of Phonics happens daily. Phonics is taught in a fun and engaging way, using a mixture of teaching styles, inside and outside of the classroom. At Mousehole we plan phonics using Letters and Sounds and resource lessons using materials from: Read Write Ink, Phonics Play and Jolly Phonics being careful that we are consistent with imagery and modelling.
- In Early years there are carefully selected focus stories that are read to the children. Children will hear a story between two and four times per day, with each one lasting up to two weeks in-order to embed language patterns.
- In KS1 independent reading books are banded, using a mixture of Project X, Bug Club and Oxford Reading Tree – assistance is provided for book selection, to ensure that the correct level of phonics is being developed.
- Teachers and TAs are trained to deliver phonics teaching and are monitored by the English lead.

#### **How are parents engaged in Mousehole's aim to foster a life-long love of Reading?**

- Across the school, parent engagement is created through meetings, phonics activity guides and training of parent helpers.
- There is a phonics meeting in the first term for Reception parents, including a letter about phonics. Class Mnemonics are sent home to help maintain consistency and consolidate learning. Phonics learning sheets and flashcards are sent home with tricky words.
- In KS1, parents are invited into class to help with Guided Reading sessions on Tuesdays and Thursday 9-9.30am.
- Reading records are used and provide another means to communicate with parents, with follow-ups in person when necessary.
- Parents are encouraged to use VIPERS question prompts to aid meaningful discussion around texts. These are stuck into every child's reading record.
- There are plans to create a *Reading Spine* that selects a number of key texts that each child should have read by the end of their time in that year group. This will be rolled out with a large parental involvement and event to kick-start the initiative.
- World Book Day always involves parents and children in collaborative activities.

- We regularly involve children in writing and publishing books, as part of our project based pedagogy.

### **How is Reading celebrated and a love of reading fostered at Mousehole School?**

- Reading success and effort is celebrated in classes through rewarding those that show regular engagement with reading inside and outside of school.
- Older children regularly read to and hear younger readers.
- The library is visited once a week by every class.
- Every class has an informal and comfortable designated reading area available with a range of age related as well as project related books to choose from.
- Every class has a text that is read to them daily. This is sometimes related to the class project being worked upon but always chosen for its age appropriate aspirational vocabulary and writing style.

### **How is Reading taught at Mousehole School?**

- Reading is taught through differentiated guided reading sessions and one-to-one child and adult reading sessions in KS1.
- Across the school, TAs use VIPERS question prompts from the Literacy Shed resources to encourage textual discussion.
- In KS2 reading is taught through reading lessons and differentiated group reads: 10.30am in Years 5 and 6 and 11.30am in Years 3 and 4.
- Where possible, whole class texts are used or classes are split by year group and read the same text with an adult leading the session. All children of the same age will read with the teacher and/or TA and will be given opportunity to read independently. With an adult also reading out-loud, all children, regardless of ability are able to follow the thread of the text and are exposed to the kind of aspirational age-related grammar and vocabulary that can often be missing in books written for lower abilities.

### **How is Reading monitored and assessed at Mousehole School**

- Teachers have had a detailed discussion about the accuracy of assessments to date. Our teacher assessment usually aligns from class to class and this in turn aligns with statutory assessment test results
- Teachers and TAs are aware of the DfE reading expectations and end point for each Key Stage and year group. These expectations inform planning and next steps.
- Reading is assessed formatively through reading sessions, using a range of approved age-related comprehension questions from Twinkl, Classroom Secrets, Hamilton Trust, Pearson's Bug Club, comprehension text books and past SATS papers.
- Core stats is used for question level analysis and to discover trends in achievement amongst certain groups.

### **How are gaps in children's Reading attainment filled?**

- Children in KS2 with gaps in their phonics knowledge currently receive extra support and small group catch up sessions.
- Intervention and catch up opportunities are provided on a one-to-one and small group basis for children in Reception and KS1 that have gaps in certain Phases.
- In LKS2 children with lower reading abilities will read banded books from the Project X and Bug Club range of books.
- There is a termly box of High Interest Low Ability texts that children can borrow from the class library.
- Children working towards age related expectations in reading will be heard read by an adult at school at least 3x per week.
- In KS2, children who are not reading at home are given lunchtime extra reading support with an adult and parents are consulted to challenge and limit any barriers to promoting reading.

## Impact

### The Reading curriculum is evaluated through

- Analysis of data
- Externally: termly head teacher peer review and trust executive lead review.
- Internally: learning scrutiny, informal review, planning scrutiny, lesson drop-ins, informal observations.

### **Data outcomes**

#### **Phonics**

	<b>All children (Nat)</b>	<b>Disadvantaged</b>
2017	92.9% (%)	0%
2018	87.5% (82%)	NA
2019	73.3%	50%

#### **KS1 Reading**

	<b>Expected Standard</b>		<b>Greater Depth Standard</b>	
	<b>All children (Nat)</b>	<b>Disadvantaged</b>	<b>All children (Nat)</b>	<b>Disadvantaged</b>
2017	92.9% (76%)	NA	28.6% (25%)	NA
2018	87.5% (75%)	100%	31.3% (26)	0%
2019	73.3% (75%)	50%	33.3% (25%)	50%

#### **KS2 Reading**

	<b>Expected Standard</b>		<b>Greater Depth Standard</b>	
	<b>All children (Nat)</b>	<b>Disadvantaged</b>	<b>All children (Nat)</b>	<b>Disadvantaged</b>
2017	93.3% (72%)	75%	73.3% (25%)	50%
2018	93.3% (75%)	100%	53.3% (28%)	40%
2019	95% (73%)	66.7%	40% (27%)	33.3%

#### **Summary – Data. Improvements/focus/actions.**

Achievement at KS2 SATS is consistently above local and national averages.

Attainment of PP children is generally in line with non-disadvantaged children but slightly lower. This is more noticeable in 2019 (only 3 children).

Over the last 3 years, phonics results have been in-line with national averages. All year 2 retakes have been successful with secure scores.

There appears to be some underperformance of PP children. However, limited no. of PP children in KS1 in last 3 years mean that we intend to monitor this carefully.