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| **Update on the the Reading Curriculum**  **Autumn term 2020/2021**  **Reading Curriculum INENT statement** |
| • Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities  • To build preferences in reading and to choose to read  • To recognise authors and styles of reading that individuals enjoy  • Engaging in book discussion in a range of contexts, alongside both adults and peers  • Sharing and recommending a range of books  • To gain knowledge and an extensive vocabulary across the Curriculum  • An effective early reading programme  • For Key Stage 1 Phonics Screening Test to be at least 95% |

As we reflect on the Autumn term which was defined by the challenges and incredible achievements of all stakeholder at Mary Tavy and Brentor. Many of the challenges have been unrelenting and draining. And yet, the achievements have been all the more significant in the context of Covid-19.

At Mary Tavy and Brentor Primary, the achievements started with early decisions about where to focus teaching and learning at the beginning of such an important term for us with the return of all year groups to the classroom.

As a school with a love of reading at its heart, we chose a book to capture the imagination of every child. A shared reading opportunity which would allow us to reconnect as a community. Additionally, it would prove an aid in integrating formative assessment, so that we could carefully understand the children’s individual needs on their return to school.

With support from the Centre for Literacy in Primary Education (CLPE), we chose [Here We Are – Notes for Living on Planet Earth](https://www.oliverjeffers.com/here-we-are/)by Oliver Jeffers. It is a beautiful book which unpacks the magic and wonder of the world through the eyes of a child.

Reading a book with such rich opportunities for discussion was a vital step in supporting the children’s [language and communication](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/). Our very earliest observations had confirmed that a focus on talk was essential to support work across the curriculum.

Jeffers' book offered many opportunities to scaffold and model [reading comprehension](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/) strategies too.

One of the areas of focus was to support teachers to understand their role in developing inferencing skills through high-quality discussions between adults and children. Ultimately, the aim was to support children to make and discuss inferences independently when they read, along with talk with their peers, so that they can develop a rich mental model of the text at hand.

High-quality book talk, was prioritised in every class, also helped to re-build high levels of [motivation and engagement](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/) to read for pleasure and to take on the challenge of reading a rich, complex text full of ambitious vocabulary, imagery and more – just like Jeffers' *Here We Are*.

The Reading Lead then began to tackle the range, breadth and depth of texts that were accessible tot eh children daily. The Reading lead noted that in Class 1 that there was a a shortage of quality texts and therefore purchase the Pie Corbett reading spine books for Years 1 and 2. CD instructed teaching staff to scaffold children to select a text to be taken home and read with parents/carers alongside their reading scheme texts. This commenced with a book browse which introduces the children to the high-quality books. These texts are rich in vocabulary with supportive features – some of the texts enable the children to co-ordinate the use of phonic, semantic, and syntactic cues as they become increasingly fluent readers. These texts above all else allow the children to apply their growing reading skills and strategies but also enable them to explore rich texts and to develop their comprehension and inference skills. The feedback on these texts has been extremely encouraging with parents/carers commenting how much they had enjoyed this shared reading experience. The children were developing now key reading skills, but CD noted that they were finding it hard to sustain the will to read. There needed to prolonged and focussed teaching of reading in class1 geared to fostering positive attitudes and in constantly maintaining children’s confidence in reading.

CD encouraged the staff team in class1 to plan for individual pupils developing a holistic view of the children as readers.

*Next steps*

* *The next step later will be to use the technique such as a Reading River and conducting a perception survey – What is reading and why do you do it? What one book would you recommend to me and why ?*
* *Once CD has drilled down into the data we will have insight into both the explicit and implicit messages the children were hearing.. about what is being is and why we do it and whether they have already formed quite fixed ideas of themselves as readers at a young age.*
* *CD also plans to spend time sampling the children’s reading , using both informal assessments and running records alongside Reading Scale. This will afford the lead to gain a sense of the children’s strengths as reader as well as where there are gaps and what planning is needed to help the child move forward with their reading journey.*

The reading scheme itself required overhauling due to the lack of available texts and the mismatch with the Phonic – phases. CD looked to expand the diet of texts available using the PM Benchmark and Letters and Sounds phonics phases. The children now take home two texts a phonic levelled text appropriate to their phase and the phonemes that they are working on and a text levelled at the CEW that they have also been introduced to.

The Head teacher completed a sight-reading test that provided a reading age score and enabled us during our Pupil Progress meetings to identify those children that needed to be heard read every day on average this was 25% of the cohort.

Historically the school had run a whole school reading reward linked to celebrating 50 and 90 reads. However the display was in the hall and due to COVID restrictions few children were now able to access this and so in consultation with staff the Reading Challenge reward system in classes 1 and 2was supercharged to ensure that incremental progress which was far more achievable was carefully used by class teachers to reward small steps in the return to regular home reading – a cloud system and a pot of gold was introduced to make the challenge far more incentivised. Alongside the focus on reading, we also identified the need to work on spelling and handwriting. Lockdown had meant very little writing for some children. Lots of tasks had been completed electronically. We knew handwriting and spelling practice could also provide quick wins in terms of building clear and accessible goals for children to take great pride in achieving. The focus of handwriting practice was on the *process* rather than *product.* Careful assessment of any inefficient letter formation was used to support greater fluency and efficiency. We purchased a new Handwriting scheme which runs from the EYFS and early mark making through to Yr6. In Class 1 there is a renewed emphasis on children being able to form the pre-writing shapes with daily Fine motor skill discrete focus using putty therapy and fine motor control therapy. With more fluent transcription skills, our next focus is to empower children to devote more of their [working memory](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/) to the content of their writing and the introduction of ‘ The Write stuff’ scheme has elevated this further.

Hard work, determination and careful planning have reaped rewards in terms of accelerated progress in reading. We have written a reading intent statement, have identified pre-requisite reading skill progression and overhauled the teaching of reading. We are excited this term to commence the much anticipated Herts For Learning – Reading Fluency project with those children in Year 6 who are at risk of not meeting ARE. In addition CD is in consultation with the DfE to secure a funded place on the EEF Neli – EYFS reading project which is due to commence at Easter.

The lead is clear about the direction of the teaching of reading and the key components of an effect reading curriculum.

• There needs to be dedicated time to afford a variety of reading experiences.

• Reading provision needs to include planned read aloud programme, shared and group reading, one -to -one reading, time for independent reading and a systematic , synthetic phonics programme.

• Crucial to this is a rich reading curriculum , which ensures a balance of reading approaches and experiences which allow the teachers at Mary Tavy and Brentor to develop fluency, prosody and comprehension and ultimately develop young readers who can and do read for pleasure. Despite all the challenges, high; quality first teaching has been the driving ambition of school leaders with rich reading at its heart.