|  |  |  |
| --- | --- | --- |
| Early Reading Report: | Completed by: **Becky Treble** | Date: **Sept 2022** |
| Subject Overview: What are the key strengths in this subject? What are the areas for development? |
| * Effective phonics program that is systematic within its teaching and links to reading books and the sounds that are taught.
* Quality of training delivered by Read Write Inc Consultant and followed up by reader leader.
* Fidelity to the scheme – full hour Teaches phonics, reading, comprehension, writing, spoken English, spelling grammar, vocabulary, punctuation, composition and handwriting. (10.30am – 11.30am daily)
* Reception and Year 1 pupils use the full RWInc programme as their English provision. Year 2 pupils still access RWInc if required and once completed the programme move on to Jane Constantines the Write Stuff for English with separate guided reading sessions.
* ½ termly consistent assessments carried out by reader leader to enable progress from a low baseline.(opportunities for additional assessments between these gaps is facilitated to move learning forward or offer additional support).
* Targeted intervention guided by RWInc consultant for EYFS/Yr1 and Yr2.
* Small teaching groups - no more than 5 pupils. Staff aware of pupil need with daily targeting of bottom 20% year 2 – 5 pupils
* Resources to support delivery of early reading – Read Write Inc banded texts, book bag books, teaching resources (sound cards, handbooks, pinnys, fred frogs, green word cards, red cards, get writing booklets to accompany reading books)
* All staff have received training and all staff understand fidelity to the scheme of teaching phonics.

**Areas to develop*** Phonics attainment to improve closer to 2019 national – 77% through Read Write Inc action plan.
* Parent engagement in supporting pupils early reading – higher attendance for provided phonics workshops. Parental engagement of understanding how to support the teaching and delivery of phonics at home.
* Confident 1:1 tutoring and Fresh start tutoring in Key Stage 2 to support the bottom 20% of pupils – ensuring attainment of 50% is improved.
* Every child to visit the library and become a member.
 |
| How is early reading prioritized? Give examples. |
| * Whole school priority – phonics and reading in ks1, redevelopment of guided reading in KS2. Accelerated reader introduced. Library improved.
* Children in EYFS and Year 1 have allocated time daily (10.30am – 11.30am) for Read Write Inc. This includes reading and writing activities based upon their phonic stage using the relevant Read Write Inc material.
* Reception pupils are provided with reading packs from day one. These packs include all monosyllabic sounds, the high frequency words (red words) word time 1:1, 1:2 and 1:3 words to begin with which are increased as pupils proceed through the programme, an enjoyment book which they are encouraged to change as frequently as possible. The packs contain guidance to parents of how to use the resources and how to support pupils with reading at home.
* Reception pupils are sent online videos to watch as part of home learning to support the sounds that have been taught in class. Tracking is through parents liking the observation on tapestry. 71% of parents have engaged with this.
* Talk Through Stories is an element of Read Write Inc that grows children`s spoken vocabulary drawing on the best of children`s literature. The texts link with the whole school initiative of Pie Corbetts reading spine. This is taught daily at 11.45am.
* ½ termly assessments track the progress and prioritize early intervention to ensure pupils make progress and additionally pupils are not held back .e.g AT. Reader Leader`s frequent assessments determine progress. Interventions are determined through assessments and regularly monitored to determine success.
* TA time prioritized to support phonics – taken TAs from KS2 to support phonics because reading is a priority. Timetable adaptations to ensure phonics is the priority after play across KS1.
* Star of week receives a hand picked book as a reward – whole school promotion of reading – by the time pupils leave school they will have a library of books.
* Whole school library has been refurbished and books have replenished and updated. Whole school reading scheme which links to Talk Through Story texts – Pie Corbett reading scheme.
 |
|  |
| Curriculum Intent: What we want pupils to learn.  |
| Outline Coverage across school- TimetableWhat do the ch learn term by term..  | \* 10.30am – 11.30am daily RWInc phonics groups (4 staff members deliver groups no more that 5 pupils per group)\* 11.30am – 12pm – Talk Through Stories for EYFS and Year 1/ reading interventions for bottom 20% of year 2 pupils still accessing RWInc * 1:1 tutoring within years 3 and 4 to support the bottom 20% of readers– support of virtual classroom videos to fill sound gaps.
* Fresh start interventions for bottom 20% readers in year 5 and 6
 |
| What schemes do you use- and why? | * Systematic approach – proven track record of improving of impact of teaching early phonics and reading.
* Teaches phonics, reading, comprehension, writing, spoken English, spelling grammar, vocabulary, punctuation, composition and handwriting.
* Fits with teaching pedagogy – memory, repeat, pace, linking learning to other learning.
* Read Write Inc (RWInc) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

The teaching of reading and writing is rigorous, consistent and of the highest quality so that:* 100% of Year 1 children can reach the expected standard of the Phonics screening check
* teachers know how to teach even the most struggling reader – including older children
* all children develop reading fluency so they can read with comprehension
* all children develop the co-operative behaviour necessary for them to articulate their ideas and understanding
 |
|  What are the plans to improve phonics standards? |
| * From academic year 2021/2022 50 % of pupils in Year 1 did not pass the national phonics screening test. With target focused teaching we are Predicting that 4/6 will have passed by Christmas 2022 with the additional support in place for the remaining 2 that did not pass.
* Consistent delivery of phonics teaching daily – achieved by targeted selection of TAs within KS2.

Please see Action Plan* reader leader coaching sessions fortnightly to ensure consistency of delivery and staff CPD.
* Reader leader to ensure pace of progress through regular assessments of all bottom 20% of pupils across school + EYFS, Yr1 and Yr2 pupils.
* Ensure needs of pupils are being catered for through deployment of staff across the school – use TAs from Key stage 2 to provide provision for additional groups.
* Parents workshops
 |
| Curriculum Implementation- How is the curriculum delivered/teaching  |
|  How do you ensure that chn read books that match sounds taught? | * Assessments determine pupils phonic and reading level to establish groups – groups are determined by word reading and fluency – not by progress in comprehension and writing.
* Read Write Inc provide lively phonics books which are closely matched to pupils increasing knowledge of phonics and “tricky” words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding.
 |
|  How do we improve/increase reading fluency | * Children are grouped by word reading and fluency.
* Children read the story three times. On the first read children focus on accurate word reading; the second, on developing fluency; and the third on comprehension.
* Children learn to read the words in the story speedily
* Children track the story by `jumping in` when the teacher hesitates
* Children read the story with increased speed.
* Assessments measure fluency speed.
* Once children can read the first 5 sounds – masdt- they begin blending sounds to read words in word time.
 |
|  How do you support teaching of phonics across KS 1? | * Coaching and peer teaching fortnightly to support CPD of staff.
* Reader leader has made useful resource packs for all RWInc coloured books including green word cards, red word cards, introductions, teacher planning.
* Assigning linked training videos using the online portal pathways
* Subscription to oxford owl online for all virtual resources for RWInc including interactive story activities.
* Incremental coaching - Ongoing informal conversations about specific pupils or groups.
* Focus on improving phonics in KS1 and reading. All staff are focused on this and know this is a whole school priority.
 |
|  How often are books changed? | * Enjoyment book daily
* RWInc books changed weekly – pupils take home on a Friday the book they have read within their groups, supporting book bag book and a non-fiction text (all at there level)
 |
| How are SEND pupils included in your subject? | * Pupils can be taught in a group using Read Write Inc. Phonics, or individually following Fast track tutoring. This breaks down Read Write Inc. phonics into small, incremental steps to help pupils who need extra support – including those who have SEN/D.
* Pupils learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on learning to read and write.
* RWInc is inclusive and includes all pupils. If pupils require additional support 1:1 tutoring is provided by trained class TAs. Frequent assessment determines progress. ½ termly assessments mean groups are not static – groups are changed dependent on assessment determining progress.
* 70% of read write inc is delivered orally the repetition supports pupils with difficulties in short term memory.
* Systematic approach.
* Pace ensure pupils with attention issues. For example including a pupil DL – with SALT – progress has not been affected by SALT delay because way sounds are spoken as per the program are the same pronunciation as the therapist would suggest.
* Staff understand that this way of phonics does not suit all children. School based intervention words first to support pupils who we identify as whole word readers. Discussion with SENCO decision will be made if very small amount of pupils proceed to very specific 1:1 intervention.
* External Dorset Reading Partnership support bottom 20% of readers in year 2.
 |
| How do parents support reading/Parent guidance | * Reader Leader holds termly RWInc workshops for parents explaining the formalities of RWInc including the pronunciation of sounds, plus guidance on how to support their children read.
* Read Write Inc stipulates that pupils will not take home a book they cannot read – so parents are aware that pupils are able to read the books that come home.
* Parents are provided guidance within the reading pack of how to support reading sounds and blending. Reading packs. Online sharing of resources. More frequent workshops. Enjoyment book.
* Tapestry is used to communicate sounds taught that week and follow up videos from virtual classroom are provided as part of home learning.
* Emailing videos as part of home learning for pupils in KS2.
 |
| Curriculum impact- What has been learnt/outcomes for pupils. |
| How do you know your curriculum is working? | * EYFS GLD in 2022 in-line with national and better than the trust average.
* 85% of pupils in reception met the ELG for reading
* 2020/2021 YEAR 2 cohort entered year 2 with 35% of pupils 8/23 on track to meet ARE. Introduction of RWInc resulted in 75% of cohort meeting ARE + (5 ARE + 11 GD)
* 2021/2022 – Year 1 cohort 50% very specific context – 3 pupils in ks1 presented with significant SEMH need – frequently requiring 6 adults to supervise them. Whilst phonics was delivered the fidelity to the scheme in terms of group sizes and best fit for phonics groupings impacted the outcomes.
* KS1 SATs – 64% (close to KS1 trust average and national for KS1 reading.)
* By the end of KS1 the majority of pupils are working at ARE.
* Decision around staff deployment and use of KS2 TAs mean that this will not occur again.
 |
| What does assessment look like in your subject? | * Entry assessment helps place children into a broad Speed Sounds group for the first 4 weeks
* Assessments 1,2 and 3 help place children in the best storybook groups after the first 4 weeks of teaching.
* Assessment data is put onto a tracking grid to evaluate individuals and groups of children progress.
* Informal conversations – feedback with staff and parents.
* ½ termly or more frequently depending on the child`s need to progress/ rate of progress.
* Reader Leader assesses all pupils to ensure they are aware of progress of all children.
* There are opportunities for pupils to move between assessment windows if they are making good progress or need additional support.
* Frequent reading to a teacher.
 |
| What staff CPD is there for your subject? | * Staff have received RWInc training from consultant trainer
* Reader leader has followed up training with TAs
* Ruth Miskin portal available for ongoing CPD opportunities.
 |
| How would you support staff struggling with your subject? | * Support with coaching for specific area of need.
* Teach alongside fortnightly.
* Direct to the online portal for training videos to support.
* Peer coaching/teaching to support delivery.
 |
| Pupil Voice – Record of pupil comments:* Pupils in reception said
* Pupils in year 1 said
* Pupils in year 2 said
* Pupils in year 3 said
* Pupils in year 4 said
* Pupils in year 5 said
* Pupils in year 6 said

Ch show discuss favourite books/authors?Kids favourite books. |
| Wider reading and beyond KS 1 |
| What happens to ensure continued progress in reading fluency beyond Yr1? | * RWInc continues within year 2 for half a term – grey books (longer from some pupils depending on need).
* Ongoing Read Write Inc continues for year 2 pupils who do not meet ARE by the end year 1 (blue books)
* One to one tutoring supports the bottom 20% of pupils – Year 2 - 6 pupils in Year 3 – 4 pupils Year 4 – 4 pupils. Fresh start tutoring for bottom 20% in year 5 - 4 pupils and 6 – 7 pupils..
* Once children have completed the RWInc program (by end of Autumn term within Year 2) pupils move onto accelerated reader.
* Accelerator reading collecting reading points + Star reading tests – termly tracks growth rate.
* AR builds reading comprehension. Pupils are heard read by teachers, TAs and reading volunteers.
 |
| How is profile of reading promoted across school? | Reading is at the forefront of our curriculum and all staff and pupils are aware of the importance of reading. Reading in KS1 is a huge part of the timetabled curriculum – percentage  |
| How are stories selected that ch really learn in detail? | Pie Corbett links to Read Write Inc – Talk Through Stories reading spine per year group. Jane Constantine The Write Stuff focus texts. Talk Through Stories focus texts in EYFS and Year 1 linked to RWInc |
| How are books selected to read/share with ch? | Adults select from Pie Corbett reading spine + selected authors of preference. Talk Through Stories texts. Curriculum linked texts e.g Iron man for Humanities.  |
| Which books have teachers enjoyed reading to ch? | Pie Corbett reading spine, David Walliams,  |
| Attach subject action plan |

|  |  |
| --- | --- |
| School: St Catherine’s Catholic PrimaryNumber on roll: 125 (under 1FE) | Phonics Development Day: 20.09.22Next date: RPM: 06.01.23 1pm – 2pmRPM: 28.04.23 1pm – 2pm |
| Headteacher: Sarah TerreyReading Leader and role in school: Rebecca Treble – YR/1 teacher | Consultant Trainer: Leah Forshaw  |

**CPD Action Plan** *(decided by the Reading Leader and trainer)*

|  |
| --- |
| **Coach** |
| *Start date* | *Reading Teacher* | *Focus teaching* |
| 26.09.22 | Emma(Green)  | **Storybook Activities****Story Green Words:** Colour the word (action, quick explanation)Red Words: Cut down teacher talk. Follow steps in **HB1** pg. 81 |
| 26.09.22 | Lisa(Orange) | **Partner Practice****Story Green Words:** P1 teach (FT, RtW), P2 repeat (FT, RtW)Pair spotlight together, pair others as discussed.  |
| 21.09.22 | Becky(Red) | **Word Time 1.4 - 1.6****Read the words:** Model routine with two words (SF, FT, RtW)Include a review pile – follow teaching steps in **HB 1** pg. 38 |

|  |
| --- |
| **One-to-one tutoring** *(See Individual Progress Record documents for individual targets)* |
| *Start date* | *Tutor* | *Identified children* |
| 26.09.22 > | Lisa | **x1 Y1 Set 1** KaysonPhonics FTT > Part 1: Learning Set 1 sounds – single-letter soundsPhonics FTT > Part 2: Blending sounds into words |
| LisaChristine | **x4 Y1 Red** Chloe, Kason, Delilah, Alma**x1 Y2 Red** Louie**x1 Y3 Red** KeeleyPhonics FTT > Part 4: Learning Set 1 Speed Sounds – Special FriendsPhonics FTT > Part 5: Reading Phonics Green Word Cards: Word Time 1.6 and 1.7 |
| Christine | **x5 Y2 Orange** Freya H, Honora, Annabelle, Grace D, Jessica**x2 Y3 Orange** Jack, KinsleyPhonics FTT > Part 6: Learning Set 2 and 3 Speed Sounds |
| Becky | **x1 Y3 Set 1C** GraciePhonics FTT > Part 2: Blending sounds into words |

|  |
| --- |
| **Organisation** |
| *Start date* | *Name*  | *Action*  |
| 21.09.2210.10.22 | Becky | Teach **Red Ditty** and **YR groups** as planned today. Follow guidance in **Making a Strong Start in Reception:*** YR – Pg. 9-11
* Red Ditty - pg. 28/29

Informally assess Red (x4 Y1, x1 Y2) and move to Green. |
| 21.09.22 | BeckyLisa | Follow timetable for daily **Pinny Time** and **Fred Talk games.** Prioritise: x7 YR/x1 Y1 Set 1A/B: Set 1 soundsx4 Y1/x1 Y2 Red: Set 1 SF, Fred Talk 4 sound words |
| 21.09.22 | BeckyEmmaLiam | Set up **Individual Progress Records** for identified children. Tutor children daily.Assess identified for children for **Fresh Start**. Contact Leah for grouping support. |
| 26.09.22 | Becky / ClassteachersBecky | Allocate time for Reading Teachers to watch and practice activities in their **Practice Pathway**. Side-by-side **coach** in lessons weekly. Update **Practice Map.** |
| 26.09.22 | BeckyGenKate | Use Phonics Virtual Classroom films for daily extra practice.**What to watch when – VC in school** docSend VC links home weekly for all children via Tapestry.**What to watch when – VC at home** doc |
| 10.10.22Half-termly | Becky | Complete updated **Assessment 1**. Update **Phonics Tracker** and **Sound Tracker** on School Portal, **Individual Assessment Tracker** and **Grouping Grid**. Alternate Assessment 1, 2 and 3. |
| 10.10.22Half-termly | Becky | Complete **Assessment Analysis Grid** for sound knowledge, to teach to gaps in:- afternoon Speed Sounds lesson- daily tutoring - extra practice time for groups. |