



Subject area		Reading	Subject Leader	Carol Rusby and Rachael Shaw
Date		September 2021		
Sections		Summary evaluation		
1	Introduction <i>Why do we teach what we teach?</i>	<p>Reading is critically important to the children’s learning across the curriculum and their success in their future learning. It opens the door for them. Success in reading will ensure success in other aspects of their learning and will enrich their experience throughout their lives. The impact of reading to children is evident in their vocabulary, motivation and ability to have a greater understanding of knowledge across all subjects. At The Orchard Reading takes priority through discreet daily teaching time and is also integrated in to our whole school curriculum framework and timetable.</p>		
2	Curriculum Intent <i>(Include reference to SEND and disadvantaged pupils)</i>	<p>We want all our readers to make the best progress possible to become fluent and confident readers able to read a range of books and texts at school and at home. We want children to be able to use their phonic skills to become able to automatically read words in increasingly challenging texts. We want children to enjoy their reading and want to find books for their own enjoyment as well as to find things out. We want our children to be able to access and understand knowledge because they are competent and confident readers.</p> <p>Our approach to reading is designed to ensure all children, including those with SEND and those who are disadvantaged, make the best possible progress and experience success. Our use of a Systematic, Synthetic Phonics Scheme ensures a mastery approach to teaching phonics which children are taught to apply to well matched texts which children can read successfully by themselves (to an accuracy of 95%). High quality visual resources are effective in motivating children and help them to remember what they are learning. Children who, despite this systematic and thorough approach, do not keep up, are given additional practice, identified through regular built in assessment of prior learning. The approach is also intended to support the children’s independent spelling and writing as children use their developing phonics skills to write words. Writing lessons and Foundation Subject Lessons where writing is used, therefore, also provide opportunities to embed learning and for children to use and apply their skills.</p> <p>Alongside our approach to phonics we ensure that children are surrounded by high quality books in the book corner, at the end of the day book sharing time, and throughout the day in lessons across the curriculum so that they are immersed in language, talk about books and develop vocabulary. This strategy is designed to ensure that children who are disadvantaged and may have a reduced vocabulary in comparison to peers, will be supported through a language rich environment, enabling this vocabulary to grow rapidly.</p>		

<p>Implementation</p>	<p>We timetable phonics daily from the beginning of the Reception Year until children are able to successfully use all their phase 5 phonemes to decode a range of books in their reading. We use the " Little Wandle Letters and Sounds Revised" Systematic Synthetic Phonics Programme.</p> <p>We timetable reading lessons daily for 20 -40 minutes (dependent on year group) and ensure that all children are taught in a group or individually at least twice each week.</p> <p>We provide e-books of the same books being used in the classroom for parents to practice with their children at home. In addition, we provide a second paper book to go home in the book bag which is decodable and matched to the child's phonic knowledge. We also provide a "sharing" book, chosen from the book corner library in each classroom to enjoy talking about and have read to them at home.</p> <p>Teachers and LSAs in every year group have been trained in this approach and practice is consistent across the school.</p> <p>The scheme we use for phonics teaching and the associated books, published by "Big Cat Collins" is designed to ensure repetition and review so that children are not overwhelmed by too much new knowledge at once. There is built in assessment every six weeks which ensures teachers can match the phonics teaching and matching of books accurately for each child.</p> <p>Keep up and Catch up sessions are led across the school by our Assistant Head Teacher to ensure that all children make the best possible progress in their phonics and their reading.</p> <p>We communicate at least twice a week with parents and carers, to ensure they are equipped to support the children's reading practice at home and to ask questions or raise concerns. This partnership supports the children's mastery of their learning.</p> <p>Reading is monitored across the school through analysis of the assessment data every six weeks, Classroom observations and Learning Walks and also desk top monitoring and moderation of the children's reading diaries and related observations. The monitoring, and evaluation is carried out in year group teams as well as in the whole school teaching team.</p>
<p>Impact <i>(Include reference to SEND and disadvantaged pupils)</i></p>	<p>Children recognise the graphemes and can use the phonemes they are taught. They learn how to apply this knowledge to their reading and writing. Children develop a daily reading habit and a love of reading. Children's vocabulary and ability to talk about books and their ideas increases as they move from Reception to Year One and to Year Two. Children become able to read a wide range of books and find information from this which informs their knowledge within the broader curriculum.</p> <p>There has been a consistent trend of high performance in reading at The Orchard with attainment being higher than the national average at the expected level and above and at greater depth.</p>
<p>3 Broader curriculum <i>How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?</i></p>	<p>Reading is central within the broader curriculum and this year this is the focus for our school improvement as we seek to enrich the other subjects we teach to provide a memorable, motivating and effective curriculum. High Quality Texts are used to promote learning in Writing, Geography, History, Science, RE, PSHE and RSE and opportunities to read and write incorporated across the curriculum.</p>



<p>4</p>	<p>Successes in the subject in the previous year <i>Focus should include the contribution of the subject to meeting whole school priorities.</i></p>	<ul style="list-style-type: none"> ➤ Implementing a new SSP Phonics scheme and ensuring all staff are equipped and confident to deliver it effectively ➤ Catch up delivered by Assistant Head Teachers ensured rapid progress in phonics attainment ➤ Commitment and Consistency of approach across the school to the teaching of phonics and reading ➤ Consistent trend of high attainment in reading at the end of KS1 	
<p>5</p>	<p>Achievement <i>Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum.</i></p>	<p>Strengths</p>	<p>Areas for Development</p>
		<ul style="list-style-type: none"> ➤ Consistent trend of high attainment in reading 	<ul style="list-style-type: none"> ➤ Introduce Little Wandle Letters and Sounds Revised to improve phonics attainment and reading further
<p>6</p>	<p>Teaching <i>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking and feedback.</i></p>	<p>Strengths</p>	<p>Areas for Development</p>
		<ul style="list-style-type: none"> ➤ Reading is integrated to wider curriculum provision 	<ul style="list-style-type: none"> ➤ Review curriculum framework and schemes of work in light of last two years partial closures and ensure reading is embedded within provision
		<ul style="list-style-type: none"> ➤ Consistency of teaching and approach across the school 	<ul style="list-style-type: none"> ➤ Train all teachers and LSAs in the delivery of LWLS
<p>7</p>	<p>Learning Behaviours <i>Including behaviour in lessons and around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC.</i></p>	<p>Strengths</p>	<p>Areas for Development</p>
		<ul style="list-style-type: none"> ➤ Children enjoy reading , know and respect the routines and are very well behaved during lessons 	<ul style="list-style-type: none"> ➤ Familiarise children with new routines during phonics lessons so they are confident and do not experience cognitive overload.
<p>8</p>	<p>Leadership/Management <i>How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement.</i></p>	<p>Strengths</p>	<p>Areas for Development</p>
		<ul style="list-style-type: none"> ➤ Leaders have clear vision and ensure all staff are clear about roles and responsibilities ➤ Consistency of approach 	<ul style="list-style-type: none"> ➤ Ensure appropriate resources are available and Monitor the implementation and impact of the Little Wandle Letters and Sounds Revised programme
<p>9</p>	<p>Overall effectiveness</p>	<p>Reading is strong at The Orchard. The implementation and impact of our approach is under continuous review and benefits from continuous improvement as it is a priority area of the school's work</p>	
<p>10</p>	<p>What is a good learner like on leaving The Orchard?</p>	<p>Children will be able to leave The Orchard able to read independently, confidently and with enjoyment. Children will be able to read a range of age appropriate texts in different context with understanding. This will mean that they can continue to become effective readers and learners as they continue their education.</p>	
<p>11</p>	<p>Key areas for subject development <i>Especially achievement and quality of teaching</i></p>	<p>Introduce Little Wandle Letters and Sounds Programme Review the Curriculum Framework to ensure reading and vocabulary enhance our wider provision Provide Catch up and keep up support to ensure children who are behind, children with SEND and those who are disadvantaged make the best possible progress.</p>	