

Reading and Phonics 22/23



Subject Intent:

At Sandfield Primary School, we expect all children to be avid readers and to love reading. All children will be able to read fluently and, through the embedded reading culture within the school, children will be able to discuss their personal reading preferences across multiple genres. This is supported through consistent, high quality phonics teaching across the school.

Strengths

- Teaching of early reading as identified in OFSTED report (July 2022)
- Children's books in KS1 are well matched to children's ability in phonics
- Consistent approach to the teaching of phonics through Bug Club
- Interventions across the school follow a consistent approach to phonics
- Children's stamina, particularly in Year 1, is improving due to the increased focus on writing in daily phonic lessons
- Language rich curriculum and diverse texts support children's writing
- Early identification of those children being left behind and effective support given
- Adults inspire children from EYFS to love books
- Children exposed to books they might not have read due to the diverse texts used when curriculum planning
- Reading expectations written and shared with the staff so that there is greater consistency across the school in terms of hearing children read and communication between school and home
- Reading at GD is strong

Pupil Premium and SEND

- Year 6: 3/7 to achieve EXP
- Year 5: 3/5 to achieve EXP
- Year 4: 4/4 to achieve EXP
- Year 3: 3/8 to achieve EXP
- Year 2: 2/3 to achieve EXP
- Year 1: 3/6 to achieve EXP
- Further reading interventions to focus on fluency needed to support PP children

Areas for Development

- Staff to need to check pupils' learning more precisely so they quickly identify gaps in understanding when teaching phonics
- Hearing individual readers in Key Stage 2
- Bridging the gap between reading in Year 2 and Year 3 in terms of reading materials
- Ensuring that reading materials in Key Stage 2 are well matched to the reading ability of the children
- Alternative to benchmarking as an assessment tool to move to more online and more efficient methods of assessing reading
- Whole class reading in KS1 to develop comprehension skills
- High expectations of reading in whole class reading in terms of questions planned for
- Re-development of the book system in KS1 so that it fully follows the sequence of sounds taught in phonics
- Strip back the materials in the library so that materials are up to date and refreshed
- Explore further methods of re-structuring the library so that books are organised into levels of challenge so that children are choosing books
- Consistent use of Word Aware across the school to support vocabulary acquisition

Home learning, Parental Engagement + Enrichment

- Supporting reading at home presentation shared with parents and feedback extremely positive
- Children using Seesaw to read to their class teacher
- Wow starts linked to planned texts
- Author visits – Year 3 visiting Maz Evans, author of Who Let The Gods Out
- Registered for the Awesome Authors programme for 2022-2023 to receive 45 of the top shortlisted children's texts
- PTA funds (£2,000) to be spend on the library to update materials

Monitoring, Observation and Validation

- Drop ins
- Pupil Progress meetings
- Development and sharing of the children who are falling into the lowest 20% of the class, excluding those children with an EHCP
- SIA visit and subsequent reports refers to the high quality texts being used across the school to develop a love of reading but also to stimulate writing and wider writing opportunities
- Interventions and associate records detailing progress and areas for development
- Individual reading folder systems and feedback

Professional Development Opportunities

- Completed Ofsted Readiness course linked to Reading
- All staff have received training in the delivery of the whole class reader
- Phonics training delivered by Bug Club and refresher planned for the Spring Term
- Reading network meetings within the trust
- CMC has offered support within the trust in terms of supporting schools with the development of early reading

Sandfield Primary School – Curriculum Intent

At Sandfield, we strive to ensure that all children, whatever their background, starting point and life experience, develop a strong grasp of the key learning skills, attitudes and knowledge they need to make an excellent start to their primary education and beyond. Our curriculum is a curriculum for all learners. It is ambitious, broad and balanced, designed to stimulate a love of learning, through challenge, learning together and for all to achieve success. Our curriculum is delivered through carefully crafted experiences of enriching activities, which give children first-hand knowledge, key skills and the rich vocabulary they need to empower their future success.



Reading Data:

	EOY		Aut		Spr	Sum
Y1	67%	23%	72%	17%		
Y2	80%	27%	63%	27%		
Y3	73%	43%	63%	40%		
Y4	84%	45%	68%	39%		
Y5	75%	38%	63%	30%		
Y6	77%	38%	77%	23%		

EYFS (Literacy)

EOY: 69%

Autumn Term: 62%

PP Reading Autumn Data:

Year 1: 5/6 children on track for EXP – 1 on track for GD

Year 2: 1/3 children on track for EXP

Year 3: 2/8 on track for EXP

Year 4: 3/4 on track with all 3 at GD

Year 5: 2/5 on track with 1 on track for GD

Year 6: 3/7 on track with 1 child at GD