

Reading and Phonics 23/24



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

- Continued strength in the teaching of early reading
- Projected outcomes across the school are above/significantly above national
- Projected outcome for KS2: 83% EXP+ 37% GD
- Consistent approach to the teaching of phonics with all teachers and support staff trained in the use of Bug Club phonics
- Continuing to support diversity and inclusion through new implementation of year group specific independent readers, to reflect LGBTQ+, disabilities, different ethnic groups, gender gap
- Greater depth outcomes in reading across KS2 are strong
- KSI have books matched to personal level of ability and fluency, a text which matches specifically what is being taught in class plus reading for pleasure text to share
- All independent reading books are organised in the EXACT phonics sound phase and clear progression is evident
- Continued evidence as to an ambitious curriculum supported by diverse texts

Pupil Premium and SEND

- Year 6: 4/6 to achieve EXP
- Year 5: 4/4 to achieve EXP
- Year 4: 3/7 to achieve EXP
- Year 3: 3/4 to achieve EXP
- Year 2: 6/6 to achieve EXP
- Year 1: 1/3 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
- KPIs clearly identified on the POS
- Hearing individual readers in Key Stage 2 and consistency linked to whole school reading expectations
- Alternative to benchmarking as an assessment tool to move to more online and more efficient methods of assessing reading (FFT assessment tool)
- Consistency between Year 2 and Year 3 in the delivery of reading comprehension focused sessions
- 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
- Reading pupil voice to be completed

Home learning, Parental Engagement + Enrichment

- Bug club phonics resources shared with parents, including new pronunciation resources for EAL parents
- All parents and carers have been sent the correct phonics progression to support their child at home
- New to EYFS parents information meeting
- Phase meetings to share reading expectations with all parents and carers and how to support with early reading at home

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
- Interventions and associate records detailing progress and areas for development
- Individual reading folder systems and feedback

Professional Development Opportunities

- Phonics training delivered in September 2023
- CMC attended Closing the Vocabulary Gap training by Alex Quigley (FFT)
- CMC attended Closing the Reading Gap training by Alex Quigley (FFT)
- CMC attended reading assessment training by FFT to explore further methods of consistent assessment across the school
- All reading network sessions offered by the trust have been attended

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