

English at Shoreditch Park Primary School

Leadership and Management

English Strategic Coordinator		
Reception and KS1 Reading Leader (RWI phonics – Natalie Ketchel)	KS2 Reading leader (Destination Reader programme) Simon Codling	English Leader (Simon Codling)
Reading for Pleasure – (Reading Team)		

Our pupils learn to read effectively and quickly using the *Read Write Inc.* Phonics programme. They progress onto *Destination Reader* once they can read with accuracy and speed.

Read Write Inc. Phonics The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow *Read Write Inc. Fresh Start*.

In *Read Write Inc.* Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Outcomes for children - tracking progress

We assess all pupils following Read Write Inc. *Phonics* using the Entry Assessment. We use this data to assign them to either *Read Write Inc. Phonics* or a Destination Reader group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively.

In addition, we use a standardised reading tests, NFER (National Foundation for Educational Research), so that we can ensure that the gains our pupils are making are age-appropriate.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for the transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject.

Impact across the curriculum

Our teachers are enthusiastic about using the *Read Write Inc.* programme because they can see how well pupils learn from it and the progress they make, not just in English, but across the curriculum.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The *Read Write Inc.* programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Reading to Learn, Year 2- Year 6 (Destination Reader)

When children can read fluently and accurately, they no longer need to learn to read on the Read Write Inc. programme. We continue to group pupils homogeneously, according to their progress in reading.

Children are then taught explicit reading strategies through the Hackney wide programme Destination Reader. Destination Reader lessons begin with whole-class modeling of a reading strategy by the class teacher. This is followed by independent (partner) reading time focusing on the application of the reading strategy. Finally, there is a plenary in which children demonstrate their application and record their learning in Reading albums.

All groups are supported by the KS2 Reading leader who works closely with the English Coordinator and with strategic support from HLT. Teachers are supported by a CPD cycle of joint planning, modeling and team-teaching.

English lessons- Power of Reading Programme and SPaG

We know that young people who enjoy reading are four times as likely to read above the level expected for their age compared with young people who do not enjoy reading at all. Similarly, young people who read outside class daily are five times as likely to read above the expected level for their age compared with young people who never read outside the classroom.

Throughout the school, literacy is taught through the Power of Reading programme. The Power of Reading programme is underpinned by classroom-based research and results in outstanding progress in both reading and writing as well as changing attitudes towards reading for pleasure. Children engage with high quality picture books, novels, poetry, fiction, and non-fiction through a wide range of teaching approaches. Children

are immersed in the text through a wide range of approaches including drama, discussion, role-play, Book Talk, story mapping and shared writing. The teaching sequences embed the teaching of phonics, grammar, punctuation and spelling into a rich reading curriculum.

All elements of SPaG are taught within Power of Reading lessons- both as stand-alone activities as well as daily opportunities to revisit learning within reading and writing activities.

	Week 1	Week 2	Week 3
Mon	SPaG	SPaG	SPaG
Tues	POR approach (e.g. Book Talk, shared writing, drama etc)	POR approach (e.g. Book Talk, shared writing, drama etc)	POR approach (e.g. Book Talk, shared writing, drama etc)
Weds	Introduction and deconstruction of genre (for long writing)	POR approach (e.g. Book Talk, shared writing, drama etc)	POR approach (e.g. Book Talk, shared writing, drama etc)
Thurs	Planning for writing (story mapping, box up method etc)	Planning for writing (story mapping, box up method etc)	Planning for writing (story mapping, box up method etc)
Fri	Long writing (specify genre and punctuation/ grammar links)	Long writing (specify genre and punctuation/ grammar links)	Long writing (specify genre and punctuation/ grammar links)

Home Reading

- ▮ Every classroom across the school has its own Book Corner stocked with high-quality picture books and chapter books, across a range of genres.
- ▮ Each week children who access the RWI programme will bring home two books, the first book will be a Book Bag Book. This book closely matches the grapheme-phoneme correspondences they have been taught, therefore, decodable at the child's reading ability. The second is a book your child has selected from the class book corner. This book is to encourage reading for pleasure and should be read by the adult, not the child.
- ▮ Children in KS2 borrow a 'levelled reader' (reading a book from a colour band, which fits their reading progress level).
- ▮ During the Academic year of 2019/20, Shoreditch Park Primary School has developed its most off for home reading even further. Implementing a whole school library, boasting a range of books to suit all reading abilities across a wide range of genres inclusive of texts in Spanish to support the MFL offer at the school as well as specific books to suit each Year groups History, Geography and Science topics. Children visit the library bi-weekly and borrow a reading for pleasure book based upon a genre or author they are interested in.

Parents and carers are:

- Encouraged to listen to and/ or support their child with reading at home. Children are encouraged to read for 10 minutes every night in Foundation Stage, 15 minutes every night in KS1 and 20 minutes (and beyond) every night in KS2.
- Encouraged to support their child in completing their Home Reading Record every night and share this with their class teacher on a daily basis. Children are encouraged to record the book title, pages they have read and for their parent/ carer to sign this.
- Invited into school on a weekly basis to 'Share a Story morning'. The class teacher models reading aloud the core text for the week and parents/ carers read 1:1 and in small groups with their children.
- Invited into school on a weekly basis for 'Breakfast with a Book' mornings in KS1 and year 3.
- Half Termly English workshops led by members of the English Team are designed to support parents and their understanding of how the curriculum is designed and it's intent to support learners.

SEND

During the 'learning to read' stage from Reception to Year 2, children are assessed and grouped homogenously according to their reading progress. The English team works closely together to support teachers to differentiate the curriculum to provide appropriate challenge within all groups. In KS1 Power of Reading is taught as a whole class with English lead and KS1 lead supporting with the group teacher to support planning and monitor progress.

Power of Reading is taught as a whole class literacy approach in KS2 but children identified as working well below the expected standard for their year group are taught within a KS2 intervention group to allow for targeted teaching.

The English lead plans and adapts the Power of Reading curriculum to ensure it is accessible to those in the group e.g. through the use of colourful semantics and scaffolded teaching.

