



WESTFIELD PRIMARY SCHOOL

2022/2023

Reading Subject Report

Subject	English	Date	July 2023
Report prepared by	Eloise Carey		
Overview of the year: September 2022 - July 2023			
<p>Our vision for reading</p> <p><i>Our central mission is to support all children to become lifelong readers by empowering them to develop a love of sharing stories that grows to a lifetime enjoyment of reading.</i></p> <p><i>We pledge to provide all children with many opportunities to listen to, and read high quality texts, enjoy and share books as well as being exposed to a language rich environment, which provides access to many different types of print. Through the use of multiple strategies, we envision a future where all children take responsibility for their learning, to enable them to have the necessary reading skills to reach their full potential, developing into lifelong learners both academically and socially.</i></p> <p>Throughout the EYFS and KS1 we follow the Read Write Inc phonics programme which delivers intensive and rapid phonics teaching and learning.</p> <p>As soon as the children enter Reception, they are assessed and grouped. All children are taught a new sound daily. They learn to read these sounds, to articulate each sound correctly and the correct letter formation of each sound. In homogenous groups the children learn to blend, using the cumulative sounds they have learnt and they are taught and practise using Fred Fingers to help them spell.</p> <p>Understanding is developed through class and group discussion of the books read, both in the daily story time, shared reading, Phonics lessons and in English lessons.</p> <p>The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme (Read Write Inc). These books are selected by the class teacher/ LSA based on the current sounds the children are learning.</p> <p>Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home. This can be seen through regular reading with the children during guided reading and 1:1 basis. Notes are taken and stored in class reading files and in reading record books. Children are encouraged to read every evening and this is checked on a daily basis. Parents are regularly informed of how to support their children through notes in their reading record, parents evening and reading workshops.</p> <p>As the children progress in KS2 we build on the reading experiences already acquired. The aim is to develop independence, fluency and self-reliance. A greater variety of texts are made available to allow for more depth, choice and enjoyment.</p> <p>Skills such as skimming, scanning, reference and research are taught during English lessons, through Cracking Comprehension, class reads and shared reading within KS2. We expand the skills gained earlier in the school by keeping a teaching focus on reading, drawing attention to the structure of a variety of texts, helping pupils to adapt their style of reading aloud to suit the purpose. This is taught through VIPERS and Cracking comprehension reading lessons.</p> <p>As soon as children can read we support them in their need to become independent, helping them to develop fluency, expressiveness and inference skills.</p> <p>A range of high-quality texts are used to deliver whole class reading sessions, having full texts in addition to the use of extracts. (See Appendix for texts linked to year group topics)</p>			
Curriculum: Intent, implementation, Impact			

Intent

Reading

- To continue to develop a love of reading across the school
- To continue to embed high quality texts that engage and support writing
- To build on vocabulary and experiences for all our pupils
- To ensure our early readers have a strong start to reading throughout SSP
- To develop fluency and understanding so all pupils are able to access the wider curriculum

Implementation

- CPD on up levelling writing/ reading - Termly staff meetings
- Continue to embed RWI phonics in KS1 and Fresh start in KS2
- Reading books linked to phonics sounds used in EYFS and KS1
- Book week/ Writing week/ Creative curriculum week
- High quality texts used in the classroom chosen to develop wider vocabulary
- Book displays around the school linked to class text- writing link
- Author visits- Book week 2023
- Perform workshops for KS1
- Marking policy to enable teachers to focus on the quality of assessing writing using the formative assessment function on ScholarPack
- VIPERS/ Cracking comprehension whole class reading is taught 4 times a week in KS2
- Whole class reading and questioning through RWI in EYFS/ KS1
- Bug club/ Oxford Owl used as extra reading opportunities for all pupils when reading at home
- Read around the world incentive
- Book vending machine to celebrate children's efforts in school
- Delight Shakespeare for Year 4 - developing vocabulary, speaking and listening skills
- Lets read for Year 2 pupils
- Teachers sharing their favourite books
- Teachers reading a shared text daily
- Production visits - Panto and Pied Piper company
- Learning journeys show progression of writing units and address key vocabulary

Impact

- Gap closing between DAP and rest of year group- making progress in intervention programs
- Writing is linked to high quality texts which ensures children are exposed to rich vocabulary and -use this in their on writing.
- Children are engaged with their writing
- Children's outcomes in RWI phonics screening at **75% for 2021/2022 (Year 1)**
- children reading more regularly so their planes move around the world
- Children exposed to more vocabulary which in turn is used in their writing.

Next steps:

- Continue to audit the impact RWI in EYFS and KS1 and its delivery
- Train new staff on RWI and Fresh start
- Continue to embed whole class teaching of VIPERS and continue the whole class approach due to new members of staff joining (Daily)

<ul style="list-style-type: none"> -Quality assurance - observing how literacy is delivered across the school, book looks, reading folders (Termly) - Monitor the delivery of handwriting across the school and use of handwriting lined books. (termly) - Continue to evaluate and develop the effectiveness of GPS and how this can be more focussed linked to the SDP (termly) - QA books for progression and consistency of lessons and high-quality teaching. - Monitor the impact of Bug club and look for other reading avenues such as 'Reading eggs' 	
5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
<p>Reading- High quality texts are being used during whole class reading sessions to expose children to a variety of rich vocabulary and themes.</p> <p>VIPERS- This is being taught throughout KS2 to teach the key skills of comprehension.</p> <p>Phonics- RWI phonics is embedded in EYFS and KS1. Staff will continue to deliver high quality phonics lessons.</p> <p>Developing Vocabulary- Pre teaching vocabulary through reading and writing. Using knowledge organisers, etymology, thesaurus to develop vocabulary knowledge</p> <p>Parental engagement- Parents offered Phonics, reading workshops. Parents have access to Seesaw to see children's learning in school.</p>	<p>Teacher assessment in Reading, Writing and Grammar</p> <p>NTS test- Reading</p> <p>GAPS test- Grammar, Punctuation and Spelling</p> <p>Key Questions:</p> <p>How can we ensure those children who are falling behind in Phonics are able to catch up?</p> <p>How can we ensure children are able to answer questions about what they have read in detail?</p> <p>Are the key texts chosen providing enough extended vocabulary?</p> <p>How do we ensure those who are still on the RWI program in KS2 are supported when reading?</p>
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?

<p>Summer 2023 progress measures:</p> <p>Reading</p> <p>All pupils:</p> <p>SEND</p> <p>EAL</p> <p>PP</p> <p>PSC results 2023</p>	<p>Library</p> <p>Whole class texts for classes</p> <p>Themed books for topics</p> <p>Read around the world prizes</p> <p>Vending machine books</p> <p>Book banded books</p> <p>Group reading books for various year groups</p> <p>Oxford Owl subscription</p> <p>Spelling shed Subscription</p> <p>Active learn (bug club) subscription</p>
<p>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</p> <ul style="list-style-type: none"> • Spiritual: Children are provided with opportunities to extract meaning beyond the literal, while engaging with ideas in fiction, non-fiction, poetry and drama. They also read texts from other religions. • Moral: Children learn morals through the texts that they read and write, e.g. fables. They also have to think about the messages the give to their audience when writing. • Social: Pupils are always given the opportunity to support each other and work together. They magpie from each other and understand that working together improves the quality of ideas produced. • Cultural: Pupils learn about and explore texts from other cultures. <p>Children are also exposed o books which contain the protected characteristics.</p>	<p>How are Fundamental British Values promoted within your subject?</p> <ul style="list-style-type: none"> -By encouraging further tolerance and harmony between different cultural traditions by helping them to experience texts/stories from other cultures. - By encouraging respect for other people in the lessons and drawing attention to this in the texts they read. - By helping children to distinguish right from wrong in texts. - By encouraging children to develop and communicate their own opinions and justify their thought process.
<p>If you could change/ develop one thing in this area what would it be and why?</p> <p>Ensuring children in KS1 who are falling behind get the 1:1 tutoring needed so that they can catch up with their peers.</p> <p>Ensure there is a smooth transition between KS1 and KS2 when reading.</p>	<p>What will be the three key resources you will be bidding for this year and why?</p> <ol style="list-style-type: none"> 1. Continuing to upgrade reading books across the school 2. Author visits 3. English support resources
<p>Subject Web: Why do we teach what we teach?</p> <p>Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative English curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural and mental development of our pupils; and prepare pupils for the opportunities,</p>	

responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in English throughout Westfield.

6 key skills:

1. Decoding
2. fluency
3. Inference
4. Predicting
5. Retrieval
6. Vocabulary

How do you ensure every skill is taught within your subject?

There is a clear skills progression document and Curriculum Overview and rationale that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using SeeSaw) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.

Topics taught across each year group:

Year	Autumn	Spring	Summer
R	Magical Marvellous Me / Space	Fairy Tales / Farmer Duck	Safari & Jungles / The Very Hungry Caterpillar
1	Once upon a time	Dinosaurs	Kings and Queens
2	Superheroes	All around the world	Cracking Contraptions
3	Ancient Egyptians	James and the Giant Peach	Tudors
4	Stone Age	What a wonderful world	Romans
5	Victorians	Destination: Outer Space!	Island invasion
6	WW1	Greeks	On top of the world

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

Whole class reading is taught in KS2 4 times a week with opportunities for reading for pleasure
RWI phonics and reading sessions are daily for 30 -40 minutes a day

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

Reading

For reading, we would like children to leave with the understanding of what makes a book enjoyable to them; to feel a sense of pride and accomplishment when they have finished a book; to be able to recommend books and explain their reasons why and to be able to identify books that they have studied within their time at Westfield.

What are the 7 key components of a good learner in your subject?

1. Using inference skills to infer and deduce from the text
2. Make predictions based on previous knowledge and the world around them
3. Use and develop expression when reading
4. Retrieve key information through rereading and scanning a text

5. Explain and Summarise what they have read in detail
6. Read with fluency and pace
7. Developing a love and enjoyment for reading by reading a variety of texts

**What does Fast Feedback look like in your subject?
How do you know this has been effective for children's progress?**

Evidence of children self-correcting their work and re-drafting, if appropriate.

Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.



Reading folders monitor progress in Reading

Weekly spelling test

Bug club reading assessments

Peer marking and self-marking

Fast feedback

Conferencing is seen with a stamp in children's books at least once a week

Reading NTS tests termly

GPS test termly

Is your subject an SDP priority? Yes

English is a SDP priority.

To continue to embed a positive reading culture, so that it impacts on pupil outcomes being raised across the school, in line with National averages. A Senior teacher (UPS, with responsibility for this Reading SDP priority) will lead this area working alongside an AHTs (responsible for Assessment & Quality Assurance & English Lead) to track outcomes and progress, ensuring the English action plan reflects Reading priorities and development & appraisal process provides accountability at all staff levels.

Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?

Staff meetings

What has been the impact of this on the children and staff?

Staff are delivering more structured reading lessons in which they scaffold and support children with sentence structure and vocabulary choice. This is seen through shared, whole class and guided reading.

Subject Folder (stored electronically) holds any information pertaining to QAs, subject networks, informal networks, moderation, training PowerPoints etc), research activities.

July 2023

Learning walk QA

Reading folders QA

Planning QA

RWI development day

Quality assurance is undertaken regularly to ensure consistency across year groups. Monitoring of planning has shown that staff are following our policies and that the children are experiencing a variety of well taught literacy lessons which link to their class text and the skills are being taught to suit the needs of the pupils.