

Hayton C of E Primary School
Early Reading Self-Evaluation



Evidence for judgement	What are your sources of evidence?
<p>The teaching of reading is fundamental to the school's improvement each year</p>	<ul style="list-style-type: none"> • Evident on school development plan (SDP) • Teacher and TA's performance management target • Phonics scheme evaluated and changed in April 23. New phonics scheme – DFE Approved (Essential Letters and Sounds) • Whole school training in phonics and early reading and updated at INSET Sept 23 in light of new phonics scheme • ALL TA's have had training in 1:1 and small group reading as well as other interventions and assessment and target setting in reading • Reading is heavily invested in - lots of new books purchased regularly – both for the new phonics scheme and reading for pleasure – including our new reading initiative 'Reading Without Limits' which will be rolled out across the whole school as soon as the books arrive and have been logged. • Whole school displays are mainly 'reading focused' • Reading is 'celebrated' each week in Celebration Assemblies. • 'Strive for 5' whole school reading initiative.
<p>Leaders instil a sense of urgency in the lowest 20% of pupils to become fluent readers</p>	<ul style="list-style-type: none"> • All teachers and TA's are fully aware of their highlighted lowest 20% in reading • Daily interventions introduced to target these children • Progress is tracked carefully to ensure the gap is closing • All TAs have had training on reading with lowest 20%
<p>Leaders give the teaching of reading sufficient time and emphasis</p>	<p>The English curriculum has been revised to ensure the teaching of reading is delivered using high quality texts across the whole school.</p> <p>Reading lessons are of highest priority and are timetabled across the week – 3-4 x per week.</p> <p>'Novel' time is timetables 4 x per week where pupils not only get to enjoy and discuss the class novel but also discuss their own reading preferences.</p> <p>Invested in fully decodable texts to EYFS and KS1.</p> <p>Invested in 'reading for pleasure' books across the whole school to link to our</p>

	<p>'Reading Without Limits' reading initiative.</p> <p>Invested in high-interest / low challenge fully decodable books for older children who are still on their phonics journey.</p> <p>Raised the profile of story time throughout the school – through 'Novel' time, 'DEAR' time and Story Club and Book Club</p> <p>Raised the profile of library use.</p>
All pupils meet the expected standard of the Year 1 phonics screening check unless they have an identified and significant cognitive delay. These pupils make good progress in the school's phonics programme	<ul style="list-style-type: none"> • Monthly screenings take place to highlight target children • Interventions are planned around the children's gaps • Phonics is taught whole class daily
Pupils in Year 2 and above continue to improve their reading accuracy and gain fluency in reading	<ul style="list-style-type: none"> • TA in year 2 assigned for additional 1:1 reading. Additional slots for the lowest 20% and children. • Lowest 20% in Y2 and KS2 identified and all staff know, as well as planned interventions • Reading logs in each classroom for any adult to pick up and listen to lowest 20% as well as prompts for teaching, supporting and asking key questions • KS2 teachers listen to every child read out loud across the week • KS2 TA's support lowest 20% 's during 'DEAR' time as well as planned interventions
Teachers talk knowledgeably about children's literature	<ul style="list-style-type: none"> • With the introduction of the revised English curriculum and high profiled story time teachers are beginning to read a wider range of children's literature, including diverse texts • Diverse texts have been planned into the curriculum and a document highlighting these in on the school website. • Teachers have the opportunity to recommend texts to one another in staff meetings • VIPs(Very Important People) is a 'golden thread through our curriculum and Y1 and Y2 classes this year are named after significant authors.

Teachers encourage pupils to talk about what they read	<ul style="list-style-type: none"> • Book corners are developing children's knowledge and understanding of authors and genres • Library sessions have been introduced weekly, to develop a community of readers • 'Book Club' and 'Story Club' have been introduced as lunchtime clubs • 'Golden Tickets' for book reviews have been introduced • 'Reading preference' is a focus of world book day.
Reading areas are appealing and well utilised. Books are valued and cared for	<ul style="list-style-type: none"> • Book corners are regularly monitored to ensure all book corners are engaging and welcoming • Books are organised and displayed according to their genres/type/author – from facing where possible • Teachers and children make a recommended read weekly
Teachers show parents the importance of reading aloud to their children at home	<ul style="list-style-type: none"> • Parent workshops take place to demonstrate to parents the importance of reading • Ideas and resources are provided along with the opportunity to watch reading demonstrations • We hold book sales after school to encourage books into homes • Our librarian holds weekly 'storytelling club' to support with reading for pleasure and the wide range of books we want children to experience • Home reading is checked daily by class teachers • There are bedtime storytimes read aloud website links on the school website for parents • The EYFS take full part in our Home Reading Challenge – 'Strive For Five' and the vast majority of children in EY achieved 'Bookworm status' last year.

Pupils select well-loved familiar books to share or read at home	<ul style="list-style-type: none"> • All children visit the library weekly to choose a reading for pleasure book to take home • EYFS can also choose a book from the book corner in the classroom to share at home alongside their fully decodable reading books
Pupils can talk about their favourite books with enthusiasm and	<ul style="list-style-type: none"> • During monitoring visits, pupils have demonstrated a real love for reading • Our pupil voice showed a positive attitude towards reading

understanding	
Teachers read aloud to their pupils with confidence and enjoyment	<ul style="list-style-type: none"> • Staff are developing their storytelling skills through story time which timetabled within each day • The books being read are displayed in classrooms and children talk about the stories animatedly.
The teaching of the school's phonics programme meets the national curriculum expectations in grapheme - phoneme correspondence and word reading	<ul style="list-style-type: none"> • 'Essential Letters and Sounds' by Oxford University Press is 100% DFE approved
Teaching follows weekly, half-termly and termly expectations for the teaching of grapheme-phoneme correspondence and word reading	<ul style="list-style-type: none"> • The phonic scheme follows the expectations of grapheme-phoneme correspondence according to each week, half term and term.
Pupils read books in school and at home that match the sounds they can sound-blend. Pupils re-read books to build up fluency	<ul style="list-style-type: none"> • Books are changed twice-weekly to encourage fluency • Leaders have monitored given reading books to ensure the book matches the sounds they can blend
Teachers show parents how they can: practise reading sounds and words and listen to their children read their decodable books	<ul style="list-style-type: none"> • Frequent workshops • recommended videos / APPs etc... • Informal chats at the end of the school day

<p>Pupils do not read books at school or home that expect them to: guess words using pictures, context or repetitive refrains; learn words by sight without this being underpinned by sounds pupils know; decode words with sounds they have not been taught</p>	<ul style="list-style-type: none"> • Books are clearly labelled so parents know which books are to be read to the child • Letter sent to parents and stuck at home reading diaries explaining expectations • Parents reading evenings and meetings explain the expectations
<p>Teaching starts as soon as possible after admission</p>	<ul style="list-style-type: none"> • We lay the foundations for a solid start with phonics in nursery. Our phonics programme, 'ELS', does not provide provision for nursery and official DfE guidance is to start formally teaching phonics from September of the Reception year. However, our ethos to phonics in nursery is 'exposure without expectation' • Children are exposed daily to Letters & Sounds Phase 1 type activities including phonological awareness, oral blending and segmenting, environmental and speech sounds and print in their environment, for example, through their names, books and signs/labels. • Phase 1 phonics is taught through nursery. During the summer term 's,a,t,p,i,n' is introduced to the children who are ready and these phonemes are used to start to segment and blend • In addition, Nursery have a picture book go home weekly to support phase 1 phonics • Phonics is taught from the first full week in Reception
<p>Phonics is taught daily and directly, with the whole class or in groups, in a settled environment where distractions are kept to a minimum</p>	<ul style="list-style-type: none"> • Phonics monitored by SLT and visitors
<p>Children in danger of falling behind are given additional support from the beginning to keep up with the programme's pace</p>	<ul style="list-style-type: none"> • Gaps are highlighted and interventions are put in place swiftly – the ethos of 'Keep up not catch up'

Leaders identify pupils who fall behind the programme's pace from the beginning of Reception (not just a percentage)	<ul style="list-style-type: none"> • Assessment completed on entry • TA supports target children with reading in Reception • Daily targeted sessions to close gaps - recorded in reading folder
Leaders organise intensive, additional support, using the same teaching as the rest of their peer group, but in smaller steps so that these pupils keep up with their peers	<ul style="list-style-type: none"> • Daily phonics interventions are put into place for children not keeping up with the phonic programme • The lowest 20% children receive daily intervention • Highlighted children receive additional 1:1 reading sessions with TA
Leaders make sure that late arrivals are assessed immediately and accurately, and given support to catch up, if necessary	<ul style="list-style-type: none"> • Phonic assessments take place on entry and necessary support is given
All staff who teach reading have received the same training. This includes the headteacher, teachers, teaching assistants.	<ul style="list-style-type: none"> • Whole school annual INSET training on phonics • Whole school training on how to teach reading • TA training on struggling readers, 1:1 and 1: small groups as well as different reading interventions
Leaders plan and deliver high quality professional development for all staff who teach reading	<ul style="list-style-type: none"> • The HT is also an English consultant who delivers whole staff training. • HT and SENCO delivered training to support lowest 20% • All TA's have received phonic training • English leads plan 1:1 with staff to ensure reading lessons are well planned, resourced and delivered
Leaders provide effective support in phonics lessons and give immediate practical support where necessary	<ul style="list-style-type: none"> • Team teaching • Modelled lessons • Feedback through learning walks

<p>Leaders meet frequently with individual teachers to discuss the progress of their pupils and to plan how they will support pupils who are making insufficient progress.</p>	<ul style="list-style-type: none"> • Leaders sit and plan intervention timetables for key children • Formal and informal pupil progress meetings • Weekly meetings between HT and SENDCo
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