



## Whole-School ~ Reading

“Reading is brilliant~ it is fun and it makes you learn!”



By Owen in Year 2

### Intent

At Tibberton and Hindlip C of E First Schools, reading is a crucial part of our curriculum. First and foremost children are given the opportunity to develop a love of reading whatever their academic ability. All children from Foundation Stage to Year 4 are provided with many opportunities to develop and apply their reading skills discreetly, across the curriculum and for pleasure.

It is our intention to ensure that by the end of their time at first school education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming education.

We therefore encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material. At Tibberton and Hindlip, reading is a top priority and is a key driver for our curriculum.

### Implementation

- The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage and Year 1.
- Those in Year 2 who have not passed phonics screening in Year 1 will have additional, focused intervention phonics teaching alongside age appropriate spelling teaching.
- Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.
- Phonics and reading are delivered in both class groups and year groups to ensure all children have equal opportunity to be exposed to the teaching of reading skills and no child is disadvantaged.
- Timely intervention is planned for those children who are working below expected levels as soon as needs are identified.
- The school ensures all texts are accurately matched to pupil ability, as all books within ARE are graded to ensure progression and challenge for all children.
- Reading materials are linked to the sequence of teaching the graphemes in Reception and Year 1 and so the levelled reading texts that are sent home are linked to progression in phonics and the child's ability.
- Class books are carefully selected by teachers with the knowledge of how they link to other areas of the curriculum, published reading spines, suggested text lists and from advice from County Advisors.
- All children take part in Whole Class Reading sessions per week. All teachers use these to introduce pupils to a range of genres and to teach a range of techniques which enable children to comprehend the meaning of what they read.
- All classrooms have their own class reading areas to celebrate reading, with topic themed books, and it is intended that these areas are further enhanced this year.
- All classes have a focus authors to provide breadth of reading.
- All children have weekly access to the school library where they have free choice of texts.

- Staff model to the children good reading habits and share their favourite books and provide regular whole class reading sessions.
- Progression is established through the use of sequential learning steps. This is followed up by retrieval, prediction, comprehension and inference tasks which are sequenced according to year group and ability.
- Any children not making the expected progress have 1:1 or small group intervention.

### Impact

#### **The Reading curriculum is evaluated through**

- Progress is continually reviewed and children are formally assessed at the end of each term.
- Frequent analysis of Phonics and ARE assessment information
- Pupil voice
- Summative/reported - NTS Standardisation assessments carried out in Y3 and Y4 and where appropriate in Y1 at the end of the year.
- We carry out statutory assessments: SATs in Year 2 and The National Phonics Screening Check is performed in June of Year 1 (Y2 reassessment if required)
- Formative / ongoing - \* See Marking, Assessment & Feedback policy

Judgements are moderated in house and externally with our pyramid of schools and by the LEA through their cycle. Unless teachers wish to moderate with the Reading lead more frequently. The analysis of this used to identify areas of development and any children who are not making expected progress.

KS1 outcomes have been moderated by external moderators in 2022. The outcome was that the 'Local Authority Moderator' agreed with the Teacher Assessment judgements.

#### **Tibberton Data outcomes**

<b>2024 All pupils GLD</b>	<b>(86%)</b>	
2023 All pupils GLD	(81%)	National (67%)
2022 All pupils GLD	(80%)	National (65%)
2021 All pupils GLD	(81%)	N/A
2019 All pupils GLD	(77%)	National (72%)
2018 All pupils GLD	(88%)	National (72%)

#### **Phonics**

2024 15 pupils	(100%)	
2023 15 pupils	(93%)	National (79%)
2022 pupils	(94%)	National (75%)
2021 pupils	(87.5%)	National (%)
2019 pupils	(94%)	National (82%)
2018 ALL pupils school	(94%)	National (82%)

#### **KS1**

2024 All pupils school	(80%)	
Disadvantaged school	(100%)	
2023 All pupils school	(86%)	National (68%)

Disadvantaged school	NA	
2022 All pupils school	(88%)	National (67%)
Disadvantaged school	(100%)	
2021 All pupils school	(82%)	
Disadvantaged school	(100%)	
2019 22 pupils school	(77%)	National (75%)
Disadvantaged school	(100%)	
2018 ALL pupils school	(100%)	
Disadvantaged school	(100%)	
<b>KS1 Reading GD</b>		
2024 All pupils school	(47%)	
2023 All pupils school	(29%)	National (18%)
2022 All pupils school	(19%)	National (18%)
2021 All pupils school	(9.1%)	
2019 ALL pupils school	(41%)	National (25% )
2018 ALL pupils school	(36%)	