

## READING AT MORETONHAMPSTEAD PRIMARY SCHOOL

The teaching of reading at Moretonhampstead Primary is very successful, as evidenced by Year 6 reading results in 2011-12.

- 96% achieved a level 4 and 82% achieved a level 5+

### 1 **Our Aim**

Our school motto is 'to learn the best we can'. This aspiration for each of our children means that we aim for them to enter the world of work as articulate and literate individuals with a strong love of reading.

We recognise our responsibility to send children on to secondary school having mastered the most basic elements of English: speaking, reading and writing.

Our school improvement plan priorities this year include to raise standards through providing quality teaching and learning experiences for children, particularly to improve opportunities for reading for pleasure.

### 2 **Reading**

- We recognise the importance of taking a consistent whole school approach to the teaching of reading to close any gaps and to target the highest possible number of children to attain a level 4A by the end of KS2.
- We use reading interventions including TAs who have been Reading Recovery trained and regular reading volunteers to close any gaps.
- The teaching of reading is carefully planned to meet the needs of our children through guided reading.
- We run a reading evening for FS parents which enable them to support children at home and read every day.
- Reading tests have been introduced to Reception through to Year 6 children. This will give us a reading age and we will be able to develop our picture of a child's progress more effectively. This will also enable us to match reading ages to chronological age and track children at an earlier age more closely if they are falling behind.
- We plan opportunities for children to read aloud in public because this has a direct impact on their confidence, social skills and aspirations.
- We recognise the links between speaking, listening, talk for writing, writing and reading.
- We plan particularly challenging reading opportunities for our Year 6 children who additionally take part in the MED theatre project. This gives the children an opportunity to take part in high quality drama and performance thereby improving their confidence and raising aspirations.
- We are creating more planned opportunities to concentrate on the understanding and enjoyment of books and texts, eg Book Fairs, Everybody Writes, World Book Day and shared reading between classes.
- We have bought an enhanced version of Junior Librarian which we hope will enable parents, staff and children to have a better understanding of a child's reading habits and develop individual responses to reading.
- We are seeking to establish rich (and changing) reading areas in each classroom as well as regular visits to the library which are already in place.

### 3 **Phonics**

- A systematic approach to synthetic phonics has proved to be successful in the context of a language rich curriculum where books and many stories are shared every day. Our phonics teaching incorporates reading and writing.
- As a result, more children are learning sounds and blends at an earlier age to make reading easier.
- The impact of this is that most children enter Year 3 with a confident working knowledge of all letters and sounds in English. (This is not the case with children who have joined the school later in their school life.)
- Phonics tracking is in place and is monitored for progression.
- All teaching and support staff share the same phonics training so as to be consistent in understanding and practice. Three members of the KS2 support staff are trained in the use of synthetic phonics.
- The correct enunciation is ensured through a CD produced for both parents and staff.

### 4 **Guided Reading**

- In guided reading ability groups, children enjoy a good range of exciting texts.
- Guided reading provides a bridge from phonics into fluency, scaffolding children's learning as they meet more complex and less phonic based texts.
- The aim of guided reading is
  - to encourage and extend independent reading skills
  - to practise and consolidate what has been learned in phonics sessions
  - to apply a full range of strategies
  - to develop personal responses and find evidence to support a response
  - to predict, infer and deduct.

- We make sure children have opportunities to develop good reading and comprehension skills so that they can extract, re-present information, analyse and interpret text
- Careful record keeping is made of these sessions to inform future teaching and learning.

## 5 **Speaking and Listening**

- All children are assessed on entry using Language Links.
- Early intervention has resulted in more children accessing essential language skills for communication and comprehension.
- The school staff is experienced in speaking and listening interventions and support.
- We have had very good access to speech and language therapists.
- In lessons, children are given opportunities to use talk to explore their work and enhance their learning.
- Talk for Writing approaches have begun to improve language fluency.
- Lessons include allocated times for 'talk partners'.
- Our children are always encouraged to answer questions in full sentences.

## 6 **Writing**

- Talk for Writing has provided language structures and writing models across the school giving children more confidence to write.
- The school is working on ensuring consistency in the teaching for writing. For example, Sue Palmer Skeletons have been introduced for non narrative writing.
- We have built in regular Everybody Writes Days which has promoted an enthusiasm for writing and generated some particularly high quality writing outcomes.
- Writing is moderated regularly to ensure data is accurate.
- All teachers take responsibility to integrate and develop literacy in the subject they teach, eg we actively seek writing opportunities across the curriculum.
- Children are given opportunities to develop the confidence to write fluently and accurately with attention to their vocabulary, sentence construction, spelling, grammar and punctuation marks when drafting, revising and editing their work.
- We have high expectations for handwriting and presentation and children enjoy looking at the Handwriting Stars display board.
- Displays of best quality writing are put up in classes for children to look at – and aspire to!