Inspecting the Quality of Education – Questions to consider to support the evaluation of reading

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| Prioritising  reading | Are you confident that the teaching of early reading is prioritised in your school? How do you know?  What are the outcomes from the phonics screening check (PSC) for the past three years suggesting?  Is the priority status of early reading evident in your school improvement planning?  Is there a determination that every pupil will learn to read, regardless of their background, needs or abilities? |
| **Reading is prioritised to allow pupils to access the curriculum.** | Evidence and impact:   * Head Teacher, English Lead and Lead Practitioner have attended Cross County training to focus on strategies and expectations for raising the quality of provision in the teaching of reading- linked to Inspection Framework Guidelines - Spring 2020 * Guided Reading and English Overview for CT have been reviewed in last year to ensure that all children have access to quality texts. This has been reviewed by Bracknell Forest STEP at the request of the school * Reading attainment at CT is assessed by class teachers each half term and send to SLT and English Lead for monitoring. Documents shared:   -Phonics Tracker from EYFS – Yr 2- this tracks children’s progress through Letters and Sounds Phonic Phases  -Simple View of Reading Quadrant informed by learning in Guided Reading, priority reading, individual reading  -Every new child is benchmarked using PM benchmarking to assess level of skills on school entry   * Priority reader intervention: for any child that is struggling to make consistent progress in KS 1 and 2, reviewed each half term * The school’s focus on reading is evidenced in the RAP Plan and in ‘Closing the Gap’ progress data. Senior Staff are tasked with ensuring the Quality of Education in Reading is good, outcomes reported to Head and Governing Body each term * Headlines from Phonics Screening Check and Reading outcomes at the end of KS 1: generally the school achieves above National expectations, the dip in the last two years in PSC is explained by movement of pupils from military families. However the school has moved to improve and stabilize outcomes - to above national expectations, by directing Lead Practitioner to review Phonics in Aut 2019 then put a strategy plan in place * As a result of review of Phonics at CT- teaching, planning and delivery have improved. Staff have clear written guidelines about the strategies they must use to deliver phonics in EYFS and KS 1 to ensure Letters and Sounds Phonics Programme is delivered well - this is monitored by SLT * Head and Lead Practitioner have taught those children in Yr 1 that were not making term on term progress, new resources have been bought to improve phonics teaching * Staff training is in place to ensure that the quality of Phonics teaching s consistent across EYFS/ KS 1   Phonics Screening Outcomes: last x4 years   |  |  |  | | --- | --- | --- | |  | England | School | | 2016 | 81% | 86% | | 2017 | 81% | 88% | | 2018 | 82% | 76% | | 2019 | 82% | 79% |   KS 1 READING SAT Results   |  |  |  | | --- | --- | --- | |  | England | School | | 2016 | 74% | 86% | | 2017 | 76% | 73% | | 2018 | 75% | 91% | | 2019 | 75% | 78% |   EYFS GOALS – Teacher assessment – READING   |  |  |  | | --- | --- | --- | |  | England | School | | 2018 | 77% | 87% | | 2019 | 77% | 93% | |

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| Direct focused phonics | Does the school’s phonics programme match or exceed the expectations of the NC and ELGs?  When do you begin to teach children the letter-sound correspondences? Do you begin the teaching of systematic, synthetic phonics from the beginning of Reception?  Are there very clear expectations of pupils’ progress term-by-term, from Reception to Year 2?  How much time do children spend learning phonics, reading and writing?  How do you ensure that children: remember the sound for letters, digraphs, and trigraphs; blend the sounds into words; read exception words; learn letter formation; and learn to spell. |
| **The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read… gives them the foundations of learning for the future.** | Evidence and impact:   * The school phonics programme is matched to NC and ELG expectations, where possible, some children may exceed expectations * Phase One Phonics teaching (Letters and Sounds) begins in Nursery- auditory discrimination of sounds. In the summer term of Nursery some children may begin Phase 2 – Letters and Sounds * The teaching of systematic, synthetic phonics starts of the beginning of Reception using Letters and Sounds (PNS) as the vehicle for all phonics teaching in school- expectations are clear that there will be term-by-term progress from EYFS to year 2 * Sept 2019 the school introduced **new monitoring systems** for Phonics and reading at CT   1 Phonics Progress Tracking Sheet   1. Guided Reading Progress Tracker 2. Simple View of reading – quadrant  * The above documents are sent to the English Lead – NS every half term and the outcomes discussed by SLT * Curriculum time: Phonics: 9:05 – 9:30 am daily session in EYFS and KS 1,   Guided Reading: KS 1 1:00 -1:30 daily, KS 2 1:00 – 1:40 pm,  library sessions once a week for EYFS, KS 1, KS 2 in own libraries   * Opportunities to read across the curriculum in a range of subjects – books purchased by English lead to support this. Children given opportunities t discuss what they have read   Writing lesson (English) 10:50 – 11:45 am daily lesson- linked to reading and learning of quality texts   * Teachers assess children’s skills in remembering the sound for letters, digraphs, and trigraphs; blending the sounds into words; reading exception words; learning letter formation; and spelling skills as part of their phonics AfL. This is recorded on the school’s tracking system   **Autumn Term 2019- term by term progress**      **Spring Term 2020** |

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| Reading books  (for children who are *learning to read*) | To what extent does the sequence of *reading books* show a cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme?  Are pupils provided with frequent opportunities to read matched books, to build fluency? Do they have opportunities to read and re-read these books?  How well matched are the books that are sent home? How are they selected? How often are these books changed?  How do parents listen to their children reading these books? |
| **Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.** | * The school has a sequenced reading scheme –colour-banded to match NC expectations. Within each band children have the opportunity to read from a variety of schemes - OUP e.g. Songbirds phonics, Treetops, Oxford Reading Tree Stories, OLW- Phonic Stories, Rising Stars- Rocket Phonics, Project X, * Teachers ensure that the reading books children select are closely matched to the phonic phase they are currently working on * EYFS - Books are selected at the beginning of the week for children to read at home throughout the week. Children have a book matched to the phonic phase the child is working on and up to x5 Teddy Words (Tricky Words for EYFS), the specific sounds children are working on that week are also sent home for parents to practise * KS1- Books are selected at the beginning week for children to read throughout the week. In Year 1 children have x2 books from the colour band below that they should be able to read. Once they reach at least Orange band they have x2 books from the band they are at * In addition- Year 1 and Year 2 go to the library and select a library book to take home * KS 2- children have one timetabled library slot per week. In this session children change their reading book from a colour-banded selection in the library and they are able to select a library book. Priority Readers will change their reading books more frequently * The school has planned measures in place (2019/2020) to raise the quality and frequency of interactions with parents in order to improve home/school reading |

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| Extra Support  (for those with the slowest progress) | How do you know which children are not making expected progress within the school’s phonics programme? And how quickly are they identified?  What support is in place to help the children falling behind to catch up quickly?  Are the bottom 20% of readers provided with extra practice through the day?  What provision is in place to ensure that all pupils who did not pass the PSC are able to in Year 2? |
| **At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.** | Evidence and impact:   * College Town’s Phonic Tracking system is in place so that those children that are not making progress are quickly identified (termly/half termly??) This information is shared with SLT and English Lead so that the school can monitor consistency of progress * Interventions are planned within year groups and delivered by staff that are experienced staff - progress is monitored by SLT to ensure that these children are able to catch up * The school Senco is involved in all decision making, including the provision for those children with specific needs – some children may be disapplied from the PSC * The school’s Priority Reader scheme (EYFS KS 1 and KS 2) - ensures that the bottom 20% of readers are given daily reading practice to help them make continued progress. Class teachers make decisions about who to include in this intervention and monitor progress. * This information is shared with SLT and English Lead through the: Guided Reading Tracker, Simple View of Reading quadrant to give an informed view of reading across the school * SLT, English Lead, Lead Practitioner are informed of children in Year 2 that did not pass the PRC. Their progress is monitored by SLT and interventions put in place to ensure children meet the standard in Year 2 |

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| Instilling a love of literature  (‘the best stories and poems’) | How frequently are children being read to by teachers?  What is being done to ensure that story times are engaging?  How are the books read to the children selected?  Which stories and poems are pupils taught so that they become very familiar with them?  What work is being done to engage parents?  How are you ensuring that older pupils are reading for pleasure often, and that they have access to high quality texts that will challenge them and support their growing fluency? |
| **A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading.** | * EYFS, KS 1 and KS 2 teachers read to children in a daily story time. This can occur during the school day or at the end of the school day. Story sacks will be added to the EYFS provision to ensure that children’s oral story telling skills are developed * The texts for **story time** have been selected/agreed with support from CT English Lead so as to ensure that children experience a wide variety of stories and poems that become progressively more challenging. The English Lead monitors and updates this provision for the school to ensure that children become familiar with a range of stories and poems * **Work to engage parents:** the school is working hard to develop parent partnerships by engaging families in supporting reading. In the summer term these are the ways we have identified we will improve parent understanding and involvement:   **1** As a follow up to World Book Day - parents will be sent a recommended reading list of quality books for each year group - this will be published on the CT web-site and highlighted in displays around the school.  **2** The importance of reading will be made more visiblearound the school to engage children and parents in conversations about reading, including inviting families to send in photographs of children reading a favorite book at home.  **3** EYFS childrenwill begin to take home a library bookalongside a phonic book, the EYFS library will be used for more frequently. Guided reading improvements(including recordkeeping) will supported by Assistant Head for EYFS and KS 1   * **For older pupils in KS 2** the school uses a whole text approach to the teaching of Guided Reading this ensures that children are read to by the teacher on four days per week. The children then re-read the same text in a paired reading aloud part of the lesson. The book choices have been overseen by the school’s English Lead with some advice from the LEA to ensure that children have access to quality texts that will challenge and support growing fluency * KS 2 library: was improved and refurbished in summer 2019 so as to ensure that children’s book choices were improved and extended with access to a wider range of quality texts. * KS 2 reading books were relocated to the library so that children could choose a levelled book alongside a library book * The use of the KS 2 library may be extended at lunchtime and break times so children have extended opportunities to read for pleasure * Lead Practitioner and English Lead have reviewed measures to engage children and parents in reading including: improvements in all three libraries, displays that promote recommended reads for children, update of the school web-site to share strategies and information with parents about how to support children with their reading, purchase of quality texts for teachers to read as their class readers, purchase of more books in KS 1 for both Guided Reading and home readers |
| Ensuring all children can read age appropriate books | Do **all** staff have the necessary expertise to teach children to read? (Phonics and Comprehension)  What do you do to ensure that all staff develop the necessary knowledge and skills, including those working with the weakest readers?  What do you do to ensure that children continue to make progress in reading accuracy and fluency in Year 2 and beyond?  Is there a shared understanding of the approach to developing comprehension and fluency throughout the school?  Are pupils provided with the opportunities to practise and develop their skills across the curriculum? |
| **Pupils read widely and often with fluency and comprehension appropriate to their age.** | * College Town became a primary school in September 2018 - at that time a whole text approach to Guided Reading was chosen for KS 2 to ensure that teachers read to children on most days of the week. This approach was evidenced as one of the most effective in Improving Literacy in KS 2 Report (EEF 2017), as it focuses on developing classroom teaching strategies that **improve the literacy capabilities of the whole class** * There has been CPD for all teaching staff (provided by English Lead and LEA) to support this process of teaching reading and developing comprehension skills - school years 2018 -2019, 2019 -2020 * The focus on Guided Reading CPD and follow up monitoring by SLT and English Lead, ensured a shared understanding of the approach to developing fluency and understanding throughout the school * Planning into practice for Guided Reading has been closely monitored and developed by English Lead and Lead Practitioner with feedback to SLT to identify next steps * KS 1 Guided Reading was developed in the autumn of the school year 2019-2020 to improve the way in which teachers read with children and make assessments of their skills in becoming a fluent reader. This improved and stream ined the delivery of Guided reading across the whole f the primary school. CPD was provided for staff by English Lead and planning into practice monitored to ensure a shared understanding of developing children’s comprehension skills * Phonics expertise: school evaluation of the teaching of phonics began in autumn 2019 by SLT and English Lead. The Phonics Tracking Record, Guided Reading Tracker, Simple View of reading quadrant were all introduced to ensure skills are systematically assessed and progress monitored across the primary phase * Phonics CPD has been planned for the end of the spring term for **all** staff involved in delivering phonics at CT. SLT are developing a training framework that can be used for the induction of any new member of staff |