

Prioritise reading

Reading is a huge part of school life at Coverack and we all know how important it is to prioritise reading. The children understand why they need to be able to read fluently and how this will aid them as they get older and move towards adulthood. Phonics is taught from the outset and reading fluency is really encouraged throughout the early years particularly.

Love of reading

The children love to talk about reading. We have times throughout the day when children can read their own books or those from school – there are ‘age appropriate’ books in all classrooms and in the library in the hall.

Programmes and progress

The explicit teaching of phonics; using the recently introduced Read Write Inc scheme, begins early on in every child’s journey at Coverack School. In EYFS, children begin by learning the single letter sounds and Read Write Inc is continued throughout KS1.

Early reading begins with Read Write Inc and other fully decodable books. These are matched closely to level of the children in order to promote real fluency in their reading, and follow the sounds that they are learning each week.

We use VIPERS in KS2 to aid comprehension. Texts are chosen to ensure that children’s reading is wide and varied, particularly with well-known stories, whilst also ensuring challenge at each step. Children use their retrieval and inference skills in discussing pictures, their comprehension skills to answer questions and are improving their dictionary and thesaurus skills with a vocabulary focus on a regular basis. We use a mixture of reading to the children and children reading with a partner.

Book matching

Children who are still closely using their phonics to read will take home a book linked to the sound or sounds they are learning at that time. Children will also take home a book from the school library. This book will be one that is shared with the child by an adult to really foster a love of reading and this important time together.

When children have moved away from the phonics scheme, they will be able to choose a book from the classroom that is matched to their year group expectation. They should be able to read this fluently to themselves or aloud to an adult, with some words and story themes that will provide a challenge. They will also be able to choose a book from the library to share if they wish.

By having books so closely matched to children’s abilities, they are able to make clear progress; being challenged whilst also promoting confidence and a promoting a real and life-long love of reading.

Phonics from the start

Children will begin phonics early to ensure that they are fluent readers as soon as possible. They will learn in lots of different ways that will help them to remember the new sounds whilst also having fun! It won’t be long before they will be able to blend for reading and link this into their writing.

Catch up

Children’s progress is regularly assessed to make sure that they are achieving well and know at a glance the sounds that they have been learning. This will ensure that reading fluency comes as

quickly as possible. This assessment can come in many forms; from watching children play, to listening to them read, to 1:1 work with a child. If children are finding it tricky, extra interventions will be put into place. This is particularly focused on children that are unlikely to or have not met the expected standard in the Year 1 phonics screening check. These children will have targeted support (often with Quality First Teach) which might be differentiated questioning during a RWI session, additional phonics catch up, 'mop up' sessions and are also listened to read on a regular basis in school. In KS2, those children that are in need of catch up have phonics intervention in a small group, an extra focussed reading session to promote fluency whilst also taking part in the class reading sessions to ensure comprehension and enjoyment of a wider range of books. They take books home that are appropriate to their level and are given extra precision teach interventions during the week to promote quick reading of words.

Expertise

There is a great range of expertise at Coverack. All staff have at some point worked within EYFS or KS1 and so have a good understanding of the need for phonics and the high importance that must be placed upon early reading fluency. This ensures that this understanding is present throughout the school. Staff are trained regularly; from Read Write Inc, to choosing activities; particularly in KS1, that are appropriate for the phonic ability of the children in order to promote success after close and concise assessment.