



Shebbear Community School Seven Aspects of Reading

Aspect 1

How well do we prioritise reading at Shebbear Community School?

Reading is a top priority at Shebbear Community School. All staff place reading as the most important skill you will acquire during your primary school years and we strive to ensure all children leave Shebbear as confident, independent and lifelong readers. We believe that being a strong and fluent reader is a significant factor in developing 'cultural capital' amongst the children. Here are some of the things that we are doing in school to prioritise reading:

- Reading is identified as a school priority in our SDP with the vital importance of reading frequently shared with staff and governors via INSET and meeting
- The priority and importance of reading is shared with parents through newsletters
- Our website has a section dedicated to reading showing our vision, progression and how reading is taught throughout the school - Guidance for parents.
- Significant investment has been made for books, intervention support and professional development of staff.
- The English Subject Leader (Mrs Evans) is allocated regular classroom-release time to monitor and develop reading.
- Our governing body has a dedicated Literacy governor –Tammy Brock. Governor visits to the school will include opportunities to see reading and phonics being taught as well as hearing pupils read. Information on reading is discussed at GB meetings.
- Our teachers read to our children every day – during curriculum and story time.
- We have timetabled daily phonics sessions, using the DfE approved Twinkl Phonics Programme, (Year R and KS1) and daily guided or individual reading (Year 2 to Year 6)
- Guided sessions are planned to progress the reading skills of both confident and weaker readers using Bug Club Guided reading, Babcock Re-think reading texts and CPG as well as other texts throughout the year which may consolidate learning in the foundation topics.
- Reading throughout the curriculum occurs on a daily basis within each class.
- Shebbear has a well-stocked library, which is a fantastic environment for children to enjoy reading.
- We welcome celebrated authors to Shebbear Community School as part of the Appledore Book Festival
- Texts are also readily available to read online both at home and school using Active Learn Primary Bug Club
- Children have regular time during the school day to improve their vocabulary by using the Readingwise programme
- A variety of intervention groups, strategies and targeting is in place to give those pupils who struggle with reading the very best opportunity of 'catching up' with their peers.
- When you walk through our school, you will see clearly how reading is prioritised through reading displays in all classrooms, communal areas and carefully selected books available for all of our children.





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Aspect 2

How well do we promote a love of reading at Shebbear Community School?



Our staff have prioritised a 'love of reading', ensuring that children are read to daily and that story times are engaging.

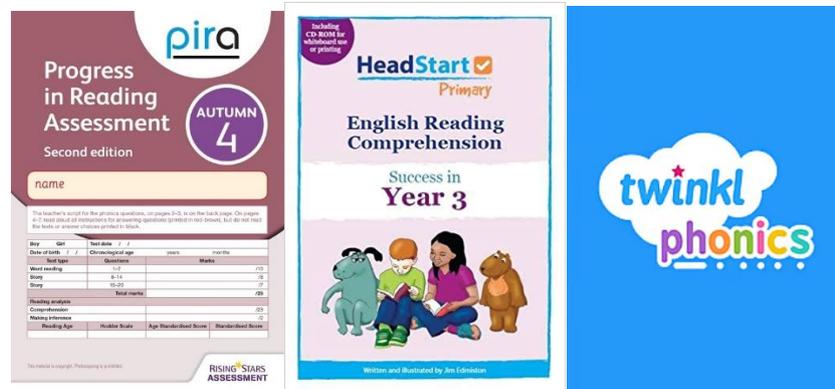
- We have a programme of reading competitions and initiatives throughout the year which include the '12 reads of Christmas' and the 'extreme reading challenge'.
- A superb, well stocked library, with new books added continually to ensure children's requests for books are met. These are from both current and popular authors. We also use the Book Trust list to add to our diversity collection.
- Our library has had a recent revamp and was opened by author Patrice Lawrence.
- Children are allocated curriculum time to enjoy the books in the library whilst being guided to sections which they may find interesting or haven't discovered before.
- Every classroom has a well-organised area designated to reading.
- We are actively seeking to add new, exciting books to our reading areas, when we can. Our children are so excited when new titles are bought- they cannot wait to be the first to read them.
- Visits are made to our local Devon library to encourage children to read outside of school and they will often participate in library challenges.
- Children regularly participate in peer reading where they share texts with each other – often older more confident readers encourage those lower down the school.
- Every day, across the school, children have the opportunity to 'Drop Everything and Read' (DEAR). This allows for a period of sustained reading and provides an opportunity to discuss what they are enjoying reading and to challenge themselves by choosing different genres and authors – often recommended by their peers.
- Class teachers read a novel or non-fiction book daily linked to our whole school reading curriculum. Teachers can also choose their own books to share with the children which they feel will be loved and enjoyed.
- Children participate in World Book Day every March.
- There is a dedicated area in the playground for reading – a reading garden which was opened in 2021.
- There are many reward systems in place that recognise children who love reading at school and at home, including certificates, house reward points and Class Dojo points.
- We have dedicated sections on our school website to support parents with reading and the promotion of reading for pleasure.
- Parents are fully involved and supported in their children's reading development from day one at Shebbear Community School and this support is continued throughout the school with regular meetings with parents.



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Aspect 3

How well do we make sure that all pupils make good or better progress in reading?



Shebbear Community School has many systems in place to ensure that all our pupils make good or better progress in Reading.

How do we track progress?

- All pupils complete a baseline assessment on entry to reception class and we work closely with the Pre-school or previous setting
- Using the Twinkl programme (approved by DfE), phonics is delivered daily and assessed continually.
- English lead is readily available to support with the assessment process if needed.
- The Twinkl phonics progress continues to be tracked into KS2 for those children who need additional phonics support.
- Children have regular time within the school day to complete online activities on Nessy Reading and Spelling.
- PIRA Standardised Summative assessments are completed 3 x per year and HeadStart English Reading Comprehension is also completed 3x per year by Y1,3,4 and 5
- Year 2 and Year 6 complete SATs tests and PIRA Standardised Summative assessments to assess progress in reading
- Pupil Performance meetings and SEN provision map discussions are held termly between all class teachers and the Head teacher

What are our progress expectations?

- We expect all our reception children to have learnt all their level 2 sounds, starting to blend and be ready to start level 3 by the end of the first half of the Autumn term – 6 weeks
- We track phonics progress in KS1 using regular assessments so that they have the phonetical skills to pass the Year 1 phonics screen test.
- Pupils in Y1 – Y6 are assessed each term and given a standardised score. A score between 98 and 109 means their attainment is 'expected' for their year. Less than a 98 means they are



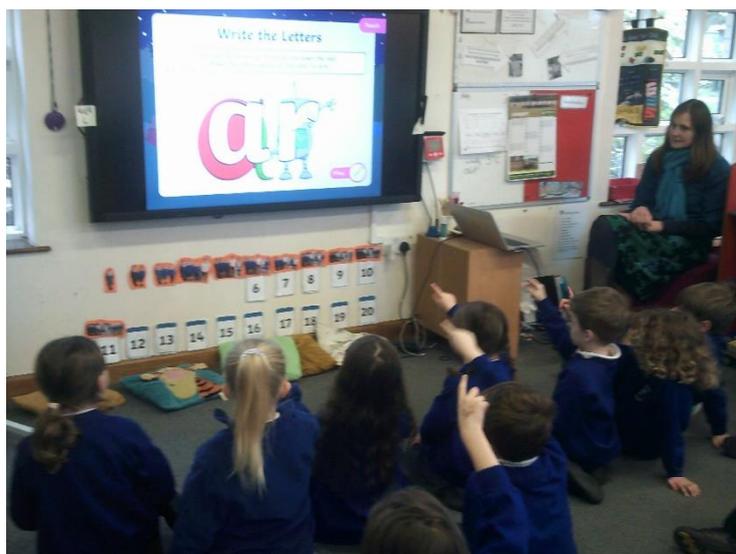
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‘working towards’ and may need intervention strategies to make more rapid progress. A score of 110 and above indicates the child is working at a ‘greater depth’ level.

- We believe in high expectations of all our children and aim to achieve expected or better than expected progress in reading.
- Progression in YR is assessed using the EYFS framework. Pupils are expected to achieve ELG by the end of the summer term, making age appropriate progress throughout the year linked to Twinkl phonics.

How do we support those who are not making expected progress?

- Children in EYFS/KS1 who are not making expected progress are quickly identified and additional support is provided and delivered by fully trained members of staff.
- Phonics continues to be a focus throughout the whole school with those children identified with gaps in their phonic knowledge receiving intervention and TRUGs support. This is supported and monitored by the English lead – Becky Evans.
- All teachers are required to provide a reading support programme for those not making expected progress including the lowest 20% of readers, which is to be reviewed termly and discussed in Pupil Progress meetings.
- Children can access texts with comprehension questions online using Bug Club – Active Learn Primary.
- Children can access Nesy Reading and Spelling online at home
- Children who are identified as not reading regularly at home through our home reading tracking system are monitored more closely and additional reading support is provided and contact made with parents to offer support where needed.
- The English lead regularly has classroom-release time to investigate data and track progress.
- Updates and summaries are then shared with staff.
- The school SENDCo (Lois Gough) tracks the progress of SEND children. She collects reading ages and uses these to assess progress, alongside regular classroom visits and pupil conferencing.





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Aspect 4

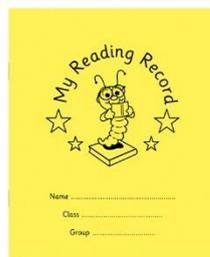
How well do we check that pupils' reading books match the sounds that they can read?

At Shebbear, we understand the importance of pupils reading books that are carefully matched to their reading ability. We have taken the following steps, in order to ensure that all our pupils are reading a suitable text:

- We teach reading using the Twinkl phonics programme and use books which are matched to the children's individual reading ability.
- In reception, their phonics book is their primary home reading book, which is selected by a member of staff each week. Additionally, all children have access to the Bug Club reading programme, which is matched to their phonic understanding and provides online reading books accessible from home.
- Children in KS1 will continue to have a book matched to the phonic sounds they can read until they have secured all Level 5 sounds and can pass the phonics screen test. Additionally, children are able to take home reading for pleasure books which can be chosen from the library or within the classroom.
- As children complete the Twinkl Phonics Programme, they will be assessed and assigned a level book to read from the school's banding reading system.
- Those children who are identified as requiring additional phonics support in KS2 will continue to have books matched to known sounds as their primary home reading book.
- All children have home/school diaries which are checked in school daily. It is expected that all children read at home at least three times a week (more if a child is working at below age-related expectations). Reward systems are in place to support this.
- Parents are provided with support to engage with their children's reading through the school website, instructional videos, reading meetings and individual consultation with teachers if needed.

Teachers use a variety of assessment tools in order to check that reading books match their ability.

- Continual Twinkl assessment.
- PIRA, HeadStart or SATs are tests taken every half term.
- Regular 1-1 reading with children and listening to children read during guided reading sessions.
- Parents encouraged to read at home and comment in the Reading Record.





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ASPECT 5

How do we teach phonics from the start?

Children begin learning letter sounds on entry to Reception, once we have complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.

Following the Twinkl Phonics Programme, pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

- Level 1 phonics is taught in Nursery/ Pre-school but will also be used for those children not achieving an appropriate level in their baseline assessments as an intervention.

Level 2

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	ck e u r	to, the
5	h b f,ff l,ll ss	no, go, l
6	Recap of all Level 2 sounds	

Level 3

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words Spelling
1	j, v, w, x	all Level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, l
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all Level 3 GPCs	here	
9	all Level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all Level 3 GPCs	all Level 3 tricky words	the, to, no, go, l



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Level 4

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here

Level 5

Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling
1	'ay' saying /ai/	could should	said so	16	'ow'/'oe' saying /oa/	once, please	thought through
2	'oy' saying /oi/	would want	have like	17	'wh' saying /w/	live, coming	work house
3	'ie' saying /igh/	oh their	some come	18	'c' saying /s/ 'g' saying /j/	Monday, Tuesday	many laughed
4	'ea' saying /ee/	Mr Mrs	were there	19	'ph' saying /f/	Wednesday, brother	because different
5	'a_e' saying /ai/	love your	little one	20	'ea' saying /e/	more, before	any eye
6	'l_e' saying /igh/ 'o_e' saying /oa/	people looked	do when	21	'ie' saying /ee/	January, February	friend also
7	'u_e' saying (y) /oo/ and /oo/ 'e_e' saying /ee/	called asked	what could	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water where	should would	23	adding -s and -es	scissors, castle	live coming
9	Long Vowel Sounds	who why	want their	24	adding -er and est (adj)	beautiful, treasure	Monday Tuesday
10	'ch' saying /c/ 'ch' saying /sh/	thought through	Mr Mrs	25	'ch' saying /ch/	door, floor	Wednesday brother
11	'ir' saying /ur/	work house	love your	26	adding -ing and -er (verbs)	bought, favourite	more before
12	'ue' saying (y) /oo/ and /oo/	many laughed	people looked	27	'are'/'ear' saying /air/	autumn, gone	January February
13	'ew' saying (y) /oo/ and /oo/	because different	asked called	28	've' saying /v/	know, colour	April July
14	'y' saying /ee/	any eye	water where	29	'ore' saying /or/	other, does	scissors castle
15	'aw'/'au' saying /or/	friend also	who why	30	adding un-	talk, two	beautiful treasure



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Level 6

Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus	Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus
1	'y' saying /igh/	door, floor	Capital Letters and Full Stops	16	'mb' saying /m/	famous, shoe	Using a Dictionary 1 - Finding Definitions
2	'dge' saying /j/ 'ge' saying /j/	bought, favourite	Proper Nouns (Names)	17	'a' saying /or/	pretty, neighbour	Coordinating Conjunctions
3	-es to words ending in y	autumn gone	Plural nouns	18	-ing, -ed to CVC, CCVC words	England, tongue	Irregular Past Tense
4	'gn' saying /n/	know colour	Alphabetical Order (1) - First/Second Letter	19	'o' saying /u/	group, country	Exciting Words (1) - alt words for said
5	'kn' saying /n/	other does	Alphabetical Order (2) - Second/Subsequent Letters	20	'ey' saying /ee/	heart, dangerous	Exclamation Marks (to show emotion/shouting)
6	-ed, -ing to words ending in y	talk two	Verbs	21	-er, -est, -y to CVC, CVCC words	special, enough	Improving Sentences (1) Adjectives and Nouns
7	'wr' saying /r/	four, eight	Adverbs	22	contractions	aunt, father	Contractions
8	-le	world work	Common Nouns (Revision)	23	'war' saying /wor/ 'wor' saying /wur/	prove, improve	Subordinating Conjunctions
9	-er, -est to words ending in y	poor, great	Adjectives and Expanded Noun Phrases	24	suffixes -ment, -ness	hour, move	Improving Sentences (2) - Verbs and adverbs
10	-el	break, steak	Commas in Lists	25	's' saying /zh/	sure, sugar	Exciting Words (2) Using a Thesaurus
11	-al, -il	busy, clothes	Capital letters for place names	26	'wa' saying /wo/ 'qua' saying /quo/	half, quarter	Possessive Apostrophe
12	-ed, -er to words ending in e	whole, listen	Regular Past Tense	27	tion	straight, touch	Improving Sentences (2) - when, if, because
13	'eer' saying /ear/	build, earth	Regular Present Tense	28	suffixes -ful, -less, -ly	caught, daughter	Speech Marks
14	ture	delicious, fruit	Question Marks and Commands	29	homophones/near homophones	journey, area	Commas in Speech
15	-est, -y to words ending in e	learn, search	Exclamations and Statements	30	prefix dis-	heard, early	Using a Dictionary 2 - Checking Spellings

- Phonics is discussed with parents in the Transition to School meeting and parents are given resources to support phonics at home.
- When Reception pupils have started school another meeting on supporting phonics is provided for parents.
- Teachers are always available to support parents/carers while learning their phonics and as they further develop their reading skills



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ASPECT 6

How do we make sure that pupils catch up when they fall behind?

When children are 'falling behind', whether they have SEN provision or not, systematic steps are put in place to give these children the very best opportunity of catching up with their peers. There is an extremely rigorous assessment of Reading. Children who are 'falling behind' in Reading are flagged up immediately – through the use of Pupil Performance meetings, phonics tracking, whole school progress tracking, summative reading tests and SEN meetings.

Here are some of the ways in which we target our provision:

- Children who are 'falling behind' are discussed on an individual basis with the English lead, Head teacher and SENDCO
- All teachers are required to provide a reading support programme for pupils falling behind with their reading including the lowest 20% of readers, which is to be reviewed termly and discussed in Pupil Progress meetings.
- Children in EYFS/KS1 who are not making expected progress are quickly identified and a Twinkl intervention programme is put into place.
- Where language and vocabulary are identified as a barrier, a speech and language referral will be made to identify any further support available
- Phonics continues to be a focus throughout the whole school with those children identified with gaps in their phonic knowledge receiving intervention. This intervention is supported and monitored by the English lead – Becky Evans.
- Children who are identified as not reading regularly at home through our home reading tracking system are monitored on a weekly basis and additional reading support is provided and contact made with parents to offer support where needed.
- The English lead regularly has classroom-release time to investigate data and track progress.
- Updates and summaries are then shared with staff.
- The school SENDCo (Lois Gough) tracks SEND children. She collects reading ages and uses these to assess progress, alongside regular classroom visits and pupil conferencing.
- Provision Plans for SEND pupils.
- Communication with parents and carers – including termly reports and parental consultation meetings





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ASPECT 7

How do we train staff to become reading experts?

We understand that it is vital to give everyone regular, high-quality INSET in order for all staff to be reading experts.

- Termly reading staff meetings delivered by the English Subject Leader.
- Teaching staff, including Teaching Assistants receive regular reading and phonics to ensure their skills are up to date. This may be a particular focus from the SDP, a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.
- The Head teacher and English Lead all monitor guided reading sessions and conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school.
- The English lead monitors reading by visiting lessons and learning walks and offers guidance to staff with follow up actions.
- Lesson Visits and Learning Walks by the school SENDco, observing those pupils who struggle with reading and giving feedback to the adults involved with them.
- Communication of new strategies and ideas regularly shared by the Subject Leader.
- Newly and Recently Qualified teachers have regular opportunities to observe and learn from other teachers.
- Twinkl Phonics provide training to successfully implement the newly adopted phonics programme
- Other training opportunities signposted and available to all teachers and teaching assistants, as necessary.
- Support with planning lessons given by the Subject Leader.
- English lead attends annual subject leadership training and termly updates with Babcock LDP
- Governors are kept updated staff training and any identified training needs

