



Celebrating Learning Together

Reading at Shebbear Community School

We regard reading as the most fundamental skill that children need to have and therefore it plays a central part in pupil learning. Our curriculum intent is to ensure all children become fluent readers and can read at a standard appropriate for their age. There is a great emphasis on developing early reading skills in Reception and KS1. We aim to ensure that pupils have the sufficiently strong reading skills by the time they enter KS2. This enables them to access the wider curriculum with confidence and ensure they are not disadvantaged in their future learning. We believe that being a strong and fluent reader is a significant factor in developing 'cultural capital' amongst the children.

Children will start to develop phonic knowledge when they join the school in reception. Teachers will deliver phonics lessons using the published 'Letters and Sounds' scheme supported by the use of 'Phonics Play'.

The sounds the children are learning are reinforced through the use of carefully selected books which allow the children to apply the sounds they have covered.



Children have the opportunity to continue this learning at home and we encourage parents to become fully involved in this. Teachers will systematically record the progress of pupils' phonics progression and this continues through key stage 1 and beyond for those who need it.

Children are heard reading at school by both school staff and volunteers. This should be followed up by reading at home and children will work their way through progressively more challenging books that form our reading scheme. Teachers will judge when they are ready to the next level until eventually they are confident enough to become free readers when they have a free choice of books from the school library or from home (this is normally during KS2, depending on progress).

Every afternoon, across the school, children have the opportunity to 'Drop Everything and Read' (DEAR). This allows for a period of sustained reading and provides a purposeful start to the afternoon.

Throughout this time we encourage children to read widely and not just from the school scheme books. These only form one part of their reading development. Both English lessons and the wider curriculum provide opportunities for children to develop their reading skills. As well as developing children's word recognition, teaching increasingly focuses on ensuring that pupils have a full understanding of what they have read and how to apply this knowledge.

Pupils also undertake guided reading sessions from Year 1 onwards. These are normally organised in ability groups to ensure the texts chosen are appropriate to the needs of the children. Teachers and other school staff will lead small groups who read passages from books and complete follow up comprehension exercises. Teachers will take notes to plot the children's progress.



Teachers use carefully chosen books to support their teaching across the curriculum. Much of the children's work in English is inspired by chosen texts that form the basis of learning for that unit. Similarly, topic specific books will be used to support the children's learning in foundation subjects.

In addition to ongoing assessment more formal assessments in reading are carried out at various times. In Year 1 a phonics screening test is undertaken and results are reported to parents. This will indicate if children have phonics knowledge in line with national expectations. At the end of Year 2 the school will report to parents on children's national curriculum reading level. Pupils are expected to be working at the expected standard for Key Stage 1 and some pupils may be working at a greater depth.

Throughout Key Stage 2 pupils will undertake termly assessments in reading with end of year standards (based on Year group expectations) reported to parents. At the end of Year 6 pupils undertake a reading SATs test which is externally set and marked. Pupils will be given a scaled score, depending on their performance in the test. Those reaching a scaled score of 100 will have met the expected standard. As in Year 2, some children will be working at a greater depth and this will be reflected in a scaled score well in excess of 100.

We track the children's progress in reading from their initial phonics development through to assessing their reading age and their fluency. This helps inform next steps in teaching.

Children throughout the school are able to borrow books from our school lending library. Likewise we work with local libraries to encourage children to become members and take part in schemes such as the 12 Reads of Christmas challenge.

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