



Seven steps to reading success at Mousehole School

How is reading prioritised at Mousehole?

High expectations

At Mousehole School we aim to instil a love of reading from a young age. We believe that reading is an essential life skill which will lead each child on to great things. We envisage that all children will leave Mousehole as confident, capable readers.

Teaching of reading

We aim to achieve this through direct teaching of **decoding**, **prosody** and **comprehension** during **reading practise sessions**, **shared reading** and carefully supported **home reading** practise reading.

Early Reading is a priority

At Mousehole we kick-start early-reading straight away. From their second week in Reception, the children will start the Little Wandle Revised Letters and Sounds systematic, synthetic phonics programme.

Reading Spine

Each class has; the full collection of **Reading Spine** texts for their year group, a range of **project books** related to the learning in the class and those **banded books** that the children take home to read to an adult. Meanwhile, Mousehole School's **library** is visited by each class once a week and the children encouraged to borrow books that are of interest to them.

	Every day, every child in the school will be read to by an adult: from their first day in Mousehole Mice pre-school to their last term in year 6. Staff will engage in 'book talk' about these texts - highlighting new and interesting vocabulary, pointing out literary and grammatical conventions and exploring how author's use language. In younger classes, texts will be read repeatedly over time to help embed language patterns and develop vocabulary skills.
How does Mousehole kick-start reading by teaching phonics?	We use Little Wandle Revised Letters and Sounds - a systematic synthetic phonics programme (SSP) to teach the foundations of reading. This programme starts right at the beginning of the reception year and is used with all reception and year 1 pupils and includes: daily phonics sessions; regular small group reading practice sessions and keep-up sessions to ensure all children keep pace with the programme. The children will learn four sounds per week with a review day. When in Year 2, children move from Little Wandle phonics but continue to receive daily Phase 6 phonics teaching sessions.
How does Mousehole promote a life-long love of reading?	<u>Celebrating reading</u> Reading success and effort is celebrated in classes through rewarding those that show regular engagement with reading inside and outside of school. <u>Mousehole School Library</u> The well-stocked library is visited once a week by every class, where the children are encouraged to exercise

their freedom to dip into, become engrossed in, borrow and share books. Termly, **library-loan** boxes of project related books provide a means for the children to independently explore and research aspects of the class topic that have gripped them.

Reading Spine

Every class has a text, chosen from the Mousehole **Reading Spine** that is read to them daily. The Reading Spine is a core of books that create a living library inside a child's minds: a store of classics and essential reads that help children engage at a deeper level and enter the world of the story, fostering a love of reading from Nursery through to Year 6. The books in the Reading Spine were informed by the selection of Pie Corbett and personal favourites of the staff. They were carefully researched and chosen to include; **Classic texts**, **Non-linear time sequence**, **Complexity of the Narrator**, **Figurative** and **Symbolic texts** and **Protected Characteristics**. In addition, every child will have at least one poem read to them a week.

Reading at home

Every child, from Reception to Year 6 will have a **fully decodable banded reading book** that they take home to be heard read out loud by an adult. (In Reception and Year 1, this is in addition to the Little Wandle, Reading Practise book that they will be able to read at 90% fluency). All children will also be encouraged to borrow a book from the library that they can share with an adult at home. It is expected that all children will read to an adult at least four times per week and support is provided where this is not happening.

Reading to an adult in school

In Reception and Years 1 and 2 the children will have their reading books changed for another banded fully decodable reading book twice weekly after checking their fluency.

In Years 3 and 4 we aim for the children to have finished a book each week and in Years 5 and 6 books are monitored weekly to ensure that no child remains stuck on the same text. Children are free to choose any book from their band in the class libraries and will only be moved onto the next level when they are assessed as fluent on their current level.

Children are regularly heard to read

- In Reception and Year 1 all children are heard to read 4 times per week and those in the bottom 20% or Pupil Premium, heard 5 times.
- In Year 2, all children are heard to read 3 times per week and those in the bottom 20% or Pupil Premium, heard 5 times.
- In Year 3 to 6, all children are heard to read 2 times per week and those in the bottom 20% or Pupil Premium, heard 3 times, with an additional NTP Reading Practise Session for Year 6 children.

Supporting parents and carers

Mousehole School enjoys involving parents in children's reading through meetings, phonics activity guides and training for parent helpers. There is a phonics **meeting** in the first term for Reception parents, including detailed **guidance** on how we teach phonics through the Little Wandle Letters and Sounds Revised systematic, synthetic phonics programme and how parents can support their children in developing

	reading fluency. Phonics learning sheets and flashcards are sent home with tricky words. Reading records and Seesaw are used and provide another means to communicate with parents, with follow-ups in person when necessary. From Year 2-6, Parents are encouraged to use VIPERS question prompts to aid meaningful discussion around texts. These are stuck into every child's reading record. World Book Day always involves parents and children in collaborative activities.
How is reading taught at Mousehole?	<u>Reception and Year 1</u> In Reception and Year 1, in addition to phonics, the children are taught to read in Reading Practise Sessions that follow the Little Wandle programme. There are three sessions a week, using the same, fully decodable book that will only include the graphemes already learnt by the children in their phonics lessons. The sessions focus on decoding, prosody and comprehension (in that order) and then the same book is sent home at the end of the week with each child to consolidate practise at home. Reading practise sessions will start in the fourth week of Reception and straight away in all other year groups. <u>Year 2 - 6</u> In Years 2 – 6 teachers and TAs use VIPERS question prompts from the Literacy Shed resources to encourage textual discussion. These question types are shared with parents to support home reading. VIPERS questioning underpins how reading is planned, delivered and

	assessed by focussing on the fundamental skills of: • Vocabulary • Inference • Prediction • Explanation • Retrieval • Summary In Year 2 there are three reading practise sessions per week for the weakest 20% of readers and two for all others. In Years 3 - 6 reading is taught through VIPERS specific, differentiated reading practise sessions and shared reading. Shared reading allows every child in a class to read and discuss the same book at the same pace. With an adult reading out-loud, all children, regardless of ability are able to follow the thread of the text and are exposed to the kind of aspirational age-related grammar and vocabulary that can often be missing in books written for lower abilities.
How is reading assessed at Mousehole?	<u>By Reading Experts</u> All of Mousehole School's staff are aware of the required reading expectations for each year group as well as the end point for Key Stage and year group. Feedback from phonics and reading practise sessions is given to class teachers immediately after each lesson. This knowledge informs planning and next steps. The Reading Leader also conducts regular monitoring, at least twice every half term. Phonics is assessed formatively in each session and keep-up intervention sessions provided immediately, the same day for those children. At the end

	of each Phase there is a six-weekly assessment. Reading is assessed formatively through reading sessions and by using a range of approved age-related comprehension questions and test papers, including NFER material.
What happens if a child falls behind in their reading?	<u>Keep-up</u> Phonics is assessed formatively in each session and keep-up intervention sessions provided immediately, the same day for those children, in one-to-one sessions if they have gaps in their grapheme/phoneme correspondence and group sessions if they are struggling to blend. <u>Catch-up</u> Children with gaps in their phonics knowledge receive catch-up intervention. Children in KS2 with gaps in their phonics knowledge currently receive extra support and small group catch-up sessions, using the Phonological Awareness Programme, delivered twice weekly.
How are Mousehole staff trained to be reading experts?	All of Mousehole School's staff have received Little Wandle Revised, phonics and reading training. The Phonics and Reading Leader ensures that regular monitoring takes place.