

## Reading from Nursery to Year 2

Children join the school with significantly low levels of Personal, Social, Emotional and Physical Development and also low Communication and Language Development. These are two of the barriers identified in the school's Pupil Premium Strategy: <https://twertoninfant.school/pupil-premium/>

The school's curriculum and EYFS provision is specifically designed to promote the accelerated development of children's early reading, the development of comprehension skills and reading for pleasure.

### School-wide

#### Provision of Quality Books, Promotion of Reading and commitment to systematic synthetic Phonics

- wide selection of quality books on display in every classroom;
- well-resourced library from which books can be borrowed each week;
- collections of topic-related books (provided by Literacy Trust) to support Explore Curriculum;
- books given to children each year (Y1 and Y2 from Literacy Trust Young Readers Project) and Book Start in EYFS;
- Letters and Sounds teaching and assessment of Phonics across nursery and school;
- Reading Eggs interactive application to practice and apply phonics knowledge both in school and at home;
- After-school Reading Eggs club for children who do not have access to Reading Eggs at home;
- weekly celebration with Reading Awards; wristbands and certificates given to children to promote reading at home;
- "Bagels with Books" on a Friday morning (8:45am to 9:05), parents together with their children enjoy a freshly toasted bagel while reading a book together;
- Staff Book Recommendations – all staff share their favourite books with children and these are displayed in the library.

### Nursery

#### Environmental Sounds, Instruments, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds Oral Blending and Segmenting

- daily teaching of Phase 1 Letters and Sounds;
- frequent use of Nursery Rhymes, Song Basket and Voice Play;
- "Tots Talking" programme to engage parents in early language development;
- weekly Library Visits;
- language-rich role play linked to stories;
- Teachers read at least 3 stories to children every day.

### Reception Early Reading & Story Making

- daily Phonics teaching from the second full-time week in school;
- fully decodable books available to read at home, directly linked to Phonics teaching;
- children's Books are changed on a daily basis, and frequency of reading is monitored by the class team;
- a Story Making approach is used in Literacy to reinforce story language and understanding of narrative;
- high quality books on display and available throughout the day;
- Owl buddies used to encourage reluctant readers;
- Stories Sacks to develop role play, imaginative play and immersion in stories;
- all children read with adults at least once a week;
- every child in Guided Reading group with Teacher or Teaching Assistant each week;
- regular Parental Engagement Events, one every term;
- daily keep-up Phonics intervention by teachers and TAs (11:45 to 12:00);
- targeted Listening and Attention and Vocabulary Groups delivered by Intervention TA.

## Key Stage 1

- All children heard read individually each week; priority readers heard twice;
- parent and RSVP volunteers focus on key readers for extended reading and conversation;
- Bath Spa Readers Collaboration – 3 x BEd student volunteers support 2 children every week from February to end of June (6 children supported in total);
- daily Storytime, twice a day, using range of non-fiction, poetry and fiction;
- Guided Reading every week with Teacher or TA;
- Shared Reading – whole class;
- Singing;
- Poetry Performance – focus of assembly each term
- Reading Eggs and Reading Eggspress, differentiated activities for phonics and comprehension development;
- Reading Records checked on Friday, SMS reminders sent to parents who haven't supported reading in the week;
- Reading Bookmarks used to motivate reluctant readers and parents;
- parents given the opportunity to read with their child in class during the school day for parents who struggle to listen to children at home.



## Year 1

- diagnostic screening in January ahead of Phonics Screening Check in June;
- additional intervention for children at risk of not making the expected standard.

## Year 2

- children lead Storytime in Reception classes;
- children change books independently on Monday, Wednesday and Friday (from choice of 4 books in their folder); books can be changed every day if needed;
- children are given opportunity to practice old SATs paper in guided group ahead of the Y2 SATs.



Friday's "Books with Bagels"



Annual Book Fayre



Weekly Book Raffle



Reading Certificates