
















Early Reading SEF summary

Prioritise Reading 	Love of Reading 	Programme and Progress 	
Books Match Sounds 	Phonics from the Start 	Catch up Quickly 	Early Reading Experts 


Short Criteria

A 	The headteacher/ senior leaders prioritise reading.
B 	Staff foster a love of reading.
C 	The content and sequence of the phonics programme supports pupils' progress.
D 	Reading books match the sounds that children know.
E 	Children are taught phonics from the start of Reception.
F 	Pupils who fall behind are supported to catch up quickly.
G 	Staff are experts in early reading.



Self-Evaluation of Early Reading Criteria

Evaluation Criteria	Evaluation Criteria Reference	Possible Questions	Other Prompts/ Questions	Evidence
<p style="text-align: center;">A Prioritise reading</p> 	<p>The school is determined that every pupil will learn to read regardless of their background needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age related expectations</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • In a nutshell, how do you ensure that the teaching of early reading is prioritised? 	<ul style="list-style-type: none"> • Is the teaching of reading fundamental to the school's improvement each year? • Are leaders instilling a sense of urgency in teaching the lowest 20% of pupils to become fluent readers? • Do leaders give the teaching of reading sufficient time and emphasis? • All pupils meeting the expected standard of the year 1 phonics screening check unless they've been identified with a significant cognitive delay? • Are pupils in year 2 and above continuing to improve their reading accuracy and gaining fluency in reading? 	<p>Leaders and class teachers articulate to parents and pupils the importance of learning to read and practising these skills at home. Children receive home/school reading records, which are regularly checked. We ask children to read every night at home and books are changed regularly. Any children who may not be reading as frequently as we would like, are addressed as 'in school readers' and parents are encouraged to support this at home too.</p> <p>The teaching of phonics begins in nursery and throughout EYFS and KS1, those pupils struggling to grasp early phonics receive extra support through additional intervention. Activities in EYFS provision aim to consolidate and embed phonic knowledge and its application. Pupils are taught how to use their phonic skills in all their learning throughout KS1 when reading and writing. It is recognised that without improvement in reading, most of the other school improvement targets cannot be achieved.</p> <p>Additional quality first teaching is used to address the issue of the bottom 20% falling behind in reading using pupil premium and catch up funding.</p> <p>Reading is identified in all subject learning as well as discretely daily or twice daily. Those pupils who need it, receive additional interventions such as phonics and/or BRP/Precision teaching/Changing the Story.</p> <p>Reading is also taught throughout our guided and shared reading sessions and children will be read to from our reading spine book selection at the end of each day to increase their love of reading.</p> <p>Due to Covid, there are some pupils who have not reached the threshold for the Y1 phonics, who might have otherwise done so. Generally, pupils who don't reach the threshold are those with SEND or very early acquisition of English (EAL).</p> <p>A target for Y2 pupils is to increase the outcomes in reading in line with phonics outcomes for Y2. This requires an accelerated improvement in the development of vocabulary, language and comprehension for those pupils achieving the threshold but not achieving ARE in reading.</p>
<p style="text-align: center;">B Love of reading</p>	<p>Story poems, rhymes are non-fiction are chosen for reading to develop pupils' vocabulary, language</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • How often do teachers read to children? 	<ul style="list-style-type: none"> • Do teachers talk knowledgeably about children's literature? • Do teachers read aloud to their peoples with confidence and enjoyment? 	<p>Classrooms within the EYFS and KS1 have reading corners, which promote a love of reading, with a well thought out selection of books and story baskets for the children to enjoy. A significant number of new books are purchased each year to replace old tatty books and books are displayed to encourage children to choose them.</p>



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	<p>comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes are no-fiction.</p>	<ul style="list-style-type: none"> • How do you support teachers to ensure story times are engaging? • How do you select the books that you are going to read to children? • How do you decide the stories children get to know inside out? • How do you get parents to love reading to their children? <p>Teachers:</p> <ul style="list-style-type: none"> • Which books have you most enjoyed reading to your children recently? <p>Pupils:</p> <ul style="list-style-type: none"> • Can you show me your favourite books? What makes this one your favourite? Do you take it home to read/share? (If learning to read). 	<ul style="list-style-type: none"> • Do teachers encourage pupils to talk about what they read? • Are reading areas appearing and well utilised. Are books valued and cared for? • Do teachers show parents the importance of reading aloud to their children at home? • Do pupils select well loved, familiar books to share or read at home? • Can pupils talk about their favourite books with enthusiasm and understanding? 	<p>Teachers read to children daily from our reading spine selection, but also use the rising stars interactive stories to engage the children with their reading journey. This allows the reading journey to be engaging and exciting.</p> <p>Teachers and TAs in EYFS /KS1 have recorded short stories for pupils to listen to at home to increase the children’s vocabulary and the amount of stories that they are hearing. The children can access these videos from home to enjoy. Stories are selected from a progressive reading spine as well as other well known authors additionally. The videos that staff have made, model good practice to parents.</p> <p>In addition, EYFS post the rhyme of the week, weekly on the website and Facebook.</p> <p>As part of shared and guided reading session, pupils use Voice 21 and reading sentence stems to talk about what they are reading. Children discuss the title, authors and key events within these sessions and discuss their likes and dislikes about the books they are reading. Pupils are encouraged to discuss their favourite books and authors throughout.</p> <p>The children also have access to an extensive library, taking stories they have selected home and to share with their families. They are also able to take a reading quiz on the book, which encourages the understanding of the text and the want to read more!</p>
<p>C Programme and Progress</p>	<p>The school’s phonics programme matches or exceeds the expectations of the</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • I see that your PSC results are X. I’d like to explore how your programme enables you to achieve this year after 	<ul style="list-style-type: none"> • Does the teaching of the school’s phonics programme meet the needs of national curriculum expectations in 	<p>The school uses KTC which has been retitled ALS phonics. This is in the process of DFE validation and matches the expectations of the NC and ELG. It has a clear progression from R to Y2 and has assessments at the end of each phase to track progress.</p>


Self-Evaluation of Early Reading Criteria

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	<p>English national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term by term from reception to year 2.</p>	<p>year. [Or, if PSC is below 95%:] What plans do you have to improve the Year 1 PSC scores next year?</p> <ul style="list-style-type: none"> Let's look at some of the elements for word reading and spelling from the national curriculum. How do you ensure that all children: remember the sound for letters, digraphs and trigraphs (mnemonics, repetition); blend the sounds into words; read exception words; learn correct letter formation; and learn to spell? Could you tell me what you want all your children to know – term by term – so that they meet the PSC standard by the end of year 1? How much time do children spend learning phonics, reading and writing? What do you do to ensure that children continue to make progress in reading accuracy and fluency in Year 2 and beyond? 	<p>grapheme- phoneme correspondence (GPC) and word reading?</p> <ul style="list-style-type: none"> Does teaching follow termly expectations for the teaching of GPC and word reading? 	<p>ALS phonics begins with phase 1 in Nursery and focusses on tuning in the children's listening skills. Phase 2 begins in Reception and consists of 23 phonemes. Phase 3 is then taught once the children are secure in phase 2. The expectation is that all reception children will complete phase 3 by then end of the academic year. Phase 4 is taught in reception when assessments show that pupils are ready. Phase 4 is continued and phase 5 is taught in Yr1 and at the beginning of Y2 for those who still need continued support in phonics. Interventions for those falling behind run along-side and in addition to whole class teaching in phonics.</p> <p>All staff are fully trained in delivering ALS phonics to ensure a consistent approach and have regular opportunity for further development and training.</p> <p>Once assessments are completed at the end of each phase, classes may then be streamed into ability groups to ensure children are being taught the phase matched to their current ability level. During this phase after Covid, this is found to be necessary and supportive to pupils who have fallen significantly behind.</p> <p>Each phase uses a scripted lesson plan to ensure the lessons follow the same approach daily, to build up the children's confidence with reading and writing.</p> <p>Tricky words are taught alongside each phase too.</p>
<p>D Books match sounds</p> 	<p>The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re reading books that match The grapheme phoneme correspondence is they know, both at school and at home.</p>	<p>Leaders:</p> <ul style="list-style-type: none"> How do you ensure that children's reading books help them practise the sounds they have learned? How do children increase their reading fluency? Which books do children take home to read? How often do children change these books? How do parents listen to their children read these books? 	<p>Do pupils who are learning to read:</p> <ul style="list-style-type: none"> Read books in school and at home that match the sounds they can sound hyphen blend and that's have few exception words Re read books to build up fluency. <p>Do teachers show parents how they can:</p> <ul style="list-style-type: none"> practise reading sounds and words listen to the children read their decodable books. <p>NB Pupils do not read books at home or school where they are expected to:</p> <ul style="list-style-type: none"> guess words using pictures, context or repetitive refrains learn words by sight without this being underpinned by sounds pupils know 	<p>The school has purchased a series of phonetically decodable books which matches the phonics progression of the pupils through the ALS phonics programme. This ensures that pupils are practising the phonics sounds appropriate to their level. The books they take home are also at the appropriate level, based on phonics/ reading assessments and the child's phonics level. Pupils are encouraged to re-read books to build fluency. This is explained to parents.</p> <p>Leaders have delivered workshops on Zoom which support parents on how they should listen to their children read and strategies to use.</p> <p>Teachers ensure that the books do not contain words where pupils will have to guess using pictures or repetition, unless these have been pre-taught during a reading session. All the words in the books are underpinned by sounds children have been taught/know and children should not be expected to decode words with sounds they have not yet been taught.</p>

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			<ul style="list-style-type: none"> • decode words with sounds they have not been taught. 	
<p style="text-align: center;">E Phonics from the start</p> 	<p>Reading, including the teaching of systematic, synthetic phonics, is talked from the beginning of reception.</p>	<p>Nursery and Reception teachers:</p> <ul style="list-style-type: none"> • What types of activities do you organise in order that nursery children are familiar with phase 1? • When do you start to teach children letter-sound correspondences? • How many sounds will your children be able to read at the end of each term? • We are now at [reference the points in the year]. Where are the children up to? Which children are not at this point? [Check arrival points]. It would be lovely to see what they do know. Would you be able to show me? 	<ul style="list-style-type: none"> • Does teaching start as soon as possible after admission? • Is phonics talk daily and directly, with the whole class or in groups, in a settled environment where distractions are kept to a minimum? • Are children who are in danger of falling behind given additional support from the beginning to keep up with the programme's pace? 	<p>Phase 1 begins in Nursery with a focus on listening skills. Phase 2 begins right at the start of Reception. Phonics is taught daily and where required twice daily. An additional teacher is used to supplement phonics teaching with extra interventions to support pupils who are significantly behind. (NELI, speech and language activities and bespoke phonics intervention activities). All phonics is taught in a quiet environment with few distractions. Children receive the phonics teaching that is appropriate to their levels and are regularly monitored.</p>
<p style="text-align: center;">F Catch up quickly</p> 	<p>The on-going assessment of pupils phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, and targeted support is given immediately.</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • How do you know which children are not on track with the pace of the school's phonics programme? • How quickly do you spot children not keeping up with the pace of your phonics programme? • What support is in place to help these pupils catch up quickly? • What do you do to make sure that new children catch up, if they are behind their peers? <p>Teachers:</p> <ul style="list-style-type: none"> • How do you spot children who are not keeping up with the pace of your phonics/reading programme? What support is in place to help these pupils keep up with their peers? 	<ul style="list-style-type: none"> • Do leaders identify pupils who fall behind the programs pace from the beginning of reception- not just as a percentage? • Do leaders organise intensive, additional support, using the same teaching as for the rest of their peer group, but in smaller steps so that these pupils keep up with their peers? • Do leaders make sure that late arrivals are assessed immediately and accurately and given support to catch up, if necessary? 	<p>The assessment of phonics is well-planned and it is used at the end of the teaching of each phase. Children are assessed on their grapheme-phoneme correspondence as well as their ability to segment and blend to read.</p> <p>The outcomes of these assessments are then used to plan when to move on and when to revisit. Children that need to revisit a phase will also have interventions with the additional teacher to ensure they have the opportunity to catch up as quickly as possible.</p> <p>This assessment corresponds with the phonics group that the child is in, in order to receive appropriate phonic teaching, which will allow them to catch up quickly and successfully.</p>

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<p style="text-align: center;">G</p> <p style="text-align: center;">Early reading experts</p> <div style="text-align: center;">  </div>	<p>The school has developed sufficient expertise in the teaching of phonics and reading.</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • How do you make sure that your staff develop the necessary expertise to teach children to read? • How do you know that <i>all</i> staff have the same knowledge and skills? (This includes NQTs and new staff) • How do leaders and staff use information about children’s progress to improve their teaching? • What additional training is given to staff who provide support for the weakest readers? <p>Teachers:</p> <ul style="list-style-type: none"> • Tell me about your training and development. How has this helped you teach reading? 	<ul style="list-style-type: none"> • Do all staff who teach reading receive the same initial training. This includes the head teacher, teachers, assistance on new staff, including newly qualified teachers? • Do leaders, collectively, coordinate training and support effectively? • Do leaders plan and deliver high quality professional development for all staff who teach reading? • Do leaders provide effective support in phonics lessons and give immediate practical support where necessary? • Do leaders meet frequently with individual teachers to discuss the progress of their pupils and to plan how they will support pupils who are making insufficient progress? • Do leaders support staff who are providing extra teaching to the weakest readers? 	<p>All staff, teachers and TAs have had extensive training and refresh their training in the various phases and aspects annually. All staff involved with reading are kept updated with any changes. Staff observe good practice in school and at other schools. The phonics lead (EYFS and Y1 LEADs), curriculum/Lit lead (DHT) and HT monitor the delivery of Early Reading through learning walks, lesson observations, hearing children read and interviewing children about their reading. The provision is constantly evaluated and reviewed.</p>