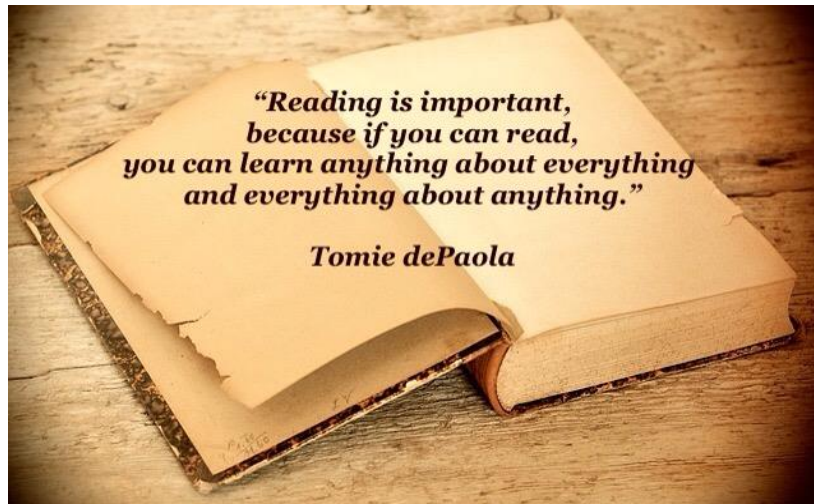


Reading



Context

Springwell Park Primary is a two-form entry community primary school located in Bootle, Liverpool. We have 454 children on roll, with 46% pupil premium. Bootle, where our school is located, is amongst the top 10% most deprived in the country.

Intent

At Springwell Park Primary, we believe that the ultimate aim of a high-quality English curriculum is to develop children's ability and their love of reading, writing and spoken language. We pride ourselves on our curriculum being able to successfully deliver this aim due to its rigorous and well organised structure, with high quality texts and progression in mind. Our curriculum has been carefully planned with the aims of the National Curriculum in mind, with the aims being embedded across our English lessons and the wider curriculum. The children start their journey with us by taking part in our chosen systematic phonics programme (Read Write Inc), where they are able to consolidate their early reading skills through the use of phonetically decodable books closely matched to their phonic ability. For our reading and writing lessons, the high-quality texts at the heart of the curriculum have been selected with progression in mind – by following our extensively researched and carefully planned long term plans, the children encounter a rich diet of quality literature throughout their time at Springwell. Our poetry spine has also been created with progression in mind – and by following our poetry spine, our children encounter high quality literature in addition to their reading and writing lessons, and develop their spoken language. We strive to instill a love of reading into our children, so reading for pleasure is a huge part of the curriculum. The children will encounter a reading for pleasure text, read by their teacher, every single day. The books chosen will inspire our children and make them reflect. We pride ourselves on our dedication to diversity within texts. Regular assessment at Springwell Park means that the children are constantly receiving the appropriate amount of challenge. Through our assessment, we are able to determine what children need to receive additional support to ensure they are not left behind.

Purpose of Study

(Taken from pg. 14 of The National Curriculum and the EYFS framework)



The programmes of study for reading at EYFS key stages 1 and 2 consist of two dimensions:

- **word reading**
- **comprehension (both listening and reading)**

It is essential that teaching focuses on developing our pupils' competence in both dimensions; different kinds of teaching are needed for each.

Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (*decoding*) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners and this happens as soon as pupils join Springwell Park.

Comprehension

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills are developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All our pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.



How Do We Prioritise Reading at Springwell Park?



Funding

Each academic year, a proportion of the school budget is allocated to literacy. We use this money to maintain and enhance our curriculum. We ensure that our children have their own copy of the whole class reading text to help instill a love of reading and increase their ownership. We also allocate funding to our 'reading for pleasure' ethos, including author visits and a reading culture.

Timetabling

In EYFS, there is a discrete 30-minute phonic session daily, following our Read Write Inc phonics programme. Our reception children also have a timetabled 'comprehension' session. During this session, the children enjoy teacher led comprehension activities linked to a high-quality text. In addition to this, we also have timetabled story time, where the children enjoy being read to by their teacher.

In Key Stage One, the children in year 1 and those who need it in year 2 access a daily timetabled phonics session, where they follow the Read Write Inc structure. Our children also have a 30-minute whole class reading session daily, where they are able to develop their comprehension skills. Our children also have a timetabled reading for pleasure slot, where they are able to get lost in the world of a high-quality story. In addition to this, targeted reading is also timetabled – this is where the children who need it have additional reading intervention with an adult.

In Key Stage Two, our children have a timetabled SPaG session, where they are able to explore spelling rules and patterns. The daily whole class reading session increases to 45 minutes in Key Stage Two, and this is also daily. KS2 children also have a reading for pleasure slot, and also enjoy targeted reading intervention for those children that need it.

Planning

We have ensured that reading is a priority at Springwell Park by completing research-based planning – both weekly planning and long term. Our Long-Term Plans were designed alongside an English Consultant with progression in mind – our books are in order of progression in terms of themes and vocabulary. Our weekly plan for whole class reading ensures that an element of reading features every single day, as well as vocabulary exploration – this is in addition to the content domain being focused on for that particular day. The reading action plan is created with school improvement in mind and this is monitored regularly.

Monitoring

Assessment is very important to us at Springwell Park to ensure that our children are being appropriately challenged. Our marking is of high quality and is used to determine future planning and learning outcomes. Our children are assessed on Lexplore termly and we use the analysis results to determine the child's particular area of need; this then informs the class teacher what the child's particular barrier is, and they are placed on the Simple View of Reading. We also use data from test week to identify what children are falling behind and who needs extra support. We also conduct pupil interviews regularly.

Our reading provision is monitored through book-looks and learning walks, conducted by SLT, English Leads and/or our external English Consultant.



Training

We pride ourselves on the training and CPD that our staff, both teachers and TAs, receive. Training is identified for staff in our reading action plan. We have termly visits from our English Consultant, and during these visits, the English Leads receive CPD as well as the teaching staff – this can be through the staff watching our consultant teach lessons, or the staff being observed to improve practice. The English Leads at Springwell Park work hard to ensure that the teaching staff have an abundance of resources to complement their teaching and improve learning outcomes.

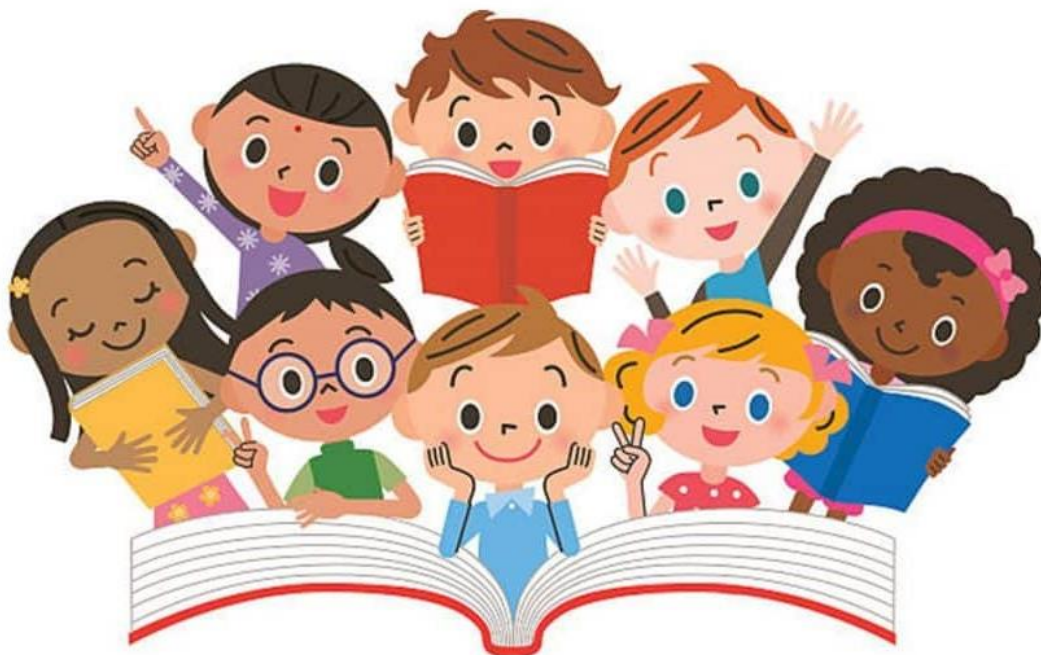
We have demonstrated our commitment to our phonics programme at Springwell Park by investing in CPD for all of our teaching staff, and not just our Early Reading teachers. All teachers and teaching assistants have received phonics training on our INSET day, as well as staff meetings slots and completing the verified training videos on the RWI portal. Our Early Reading teachers also receive regular coaching sessions from the Reading Leads, as well as Development Days from our RWI consultant.

Environment

Our school environment shows how we prioritise reading. We have worked hard to show that we are a reading school. Each classroom has a welcoming book area that is stocked with high quality texts. In addition to this, we also have our Community Library in the playground for our parents and carers, as well as our school library for our pupils. Walking around the school, you will notice many display boards that demonstrate our commitment to reading.

Accountability

Everyone at Springwell Park is responsible for the reading outcomes for our children. The Class Teachers oversee the attainment and progress of their children, monitored by SLT during Pupil Progress. Class Teachers are aware of who their bottom 20% children are, as well as pupil premium and SEN children. The attainment and progress within reading is overseen by the Reading Leads, who work closely with class teachers to accelerate progress and outcomes.





Early Reading at Springwell Park

How do we teach Phonics?

At Springwell Park, the systematic phonics programme that we use to teach early reading is Read Write Inc (RWI). We pride ourselves on our approach to RWI and how the scheme has been implemented successfully in our setting.

EYFS

Showing full fidelity to the RWI programme, our EYFS team use the 'Making a Strong Start to Nursery/Reception' document. Our nursery staff work hard to create a language rich environment that places nursery rhymes and stories at the centre of everything that they do. Our nursery children practice using the RWI pure sounds and are taught how to name the pictures. The children begin to visit set 1 single sounds before their move to reception.

In reception, our children follow the RWI guidance and complete whole class sessions focusing on the set 1 single sounds. These sessions are followed by small adult led group work of letter formation. The children are then assessed and grouped accordingly, depending on their phonetic ability.

KS1 and KS2

The children in Key Stage 1 receive a daily RWI phonics session, containing the speed sound session and phonetically decodable book. The children are assessed regularly to ensure that they are in the correct group matched to their ability. The children taken home a phonetically decodable storybook that is matched to their phonetic ability. The children in KS2 who still need phonics receive daily 30-minute sessions.

Through our teaching of phonics, our children learn the following:

- the 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below.
- learn to read words using Fred talk and sound blending.
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds.
- learn to write words by using Fred Talk

Talking

They work in pairs so that they:

- answer every question

- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary



Assessment

All children who are new to Read Write Inc complete an 'entry assessment'. Every other child is assessed regularly throughout the year, using the official RWI assessment forms. The children are assessed at least every half term and placed in the correct phonics group, matched to their current ability. Every individual that conducts assessments have received the assessment training on the RWI portal, and the assessments are scrutinized by the Reading Leads to ensure the children are placed accordingly.

Bottom 20%/Interventions

The children are closely monitored throughout their Read Write Inc journey to ensure that they do not fall behind. Assessments are used to determine what children are working below where they should be – we are able to determine this through by cross referencing our progression documents, as well as using the RWI online portal tool. The bottom 20% children receive intervention from the Reading Leader and/or the Class Teaching Assistant to ensure that the gap is reduced and the children are back on track to becoming able and fluent readers.

Training

Training all of our staff with Read Write Inc is a priority to us. All of our staff, regardless of whether they teach phonics, have received RWI training on our INSET day. In addition to this, all staff have watched the accredited RWI training videos on the RWI portal. Reading teachers have also received regular coaching from the Reading Leaders, as well as Development Days from our external RWI consultant.

Parental Engagement

We pride ourselves on our parental engagement. Our reception and Year 1 parents are invited into school for a phonics workshop. During this workshop, the parents learn all about RWI and how they can support their child. In Spring term, we also have another workshop to remind/inform the parents of the upcoming phonics test.

Home reading

All children who are still accessing phonics take home a phonetically decodable book. The children read the appropriate RWI storybook in their session three times before taking the story home to read with their adult. Due to the story being aligned to their phonetic ability, the children are able to read the books fluently, with the aim being for the children to read the story like a storyteller. In addition to the storybook, the children also take home the corresponding RWI book bag book, as well as a reading for pleasure text to share with an adult.

For the children who are not quite ready to take home a RWI blending book, they take home a wordless picture book to develop comprehension and inference, as well as a reading for pleasure text and the RWI sound sheet that they have focused on that particular day. Our parents also have access to the RWI videos from Oxford Owl, as well as the e-books of the storybooks.





Our Reading Curriculum

At Springwell Park, we pride ourselves on our rich and balanced reading curriculum. Our curriculum has been designed with progression in mind from EYFS through to KS2.

Our reading curriculum has two clear aspects:

Word reading	This refers to phonetic knowledge, including applying taught knowledge, sight words, and fluency.
Language comprehension	This refers to knowledge of texts of all types and genres, vocabulary development, understanding and meaning, and a love of reading.

Our reading curriculum is divided into three clear approaches to reading:

Reading <u>with</u> pupils	This refers to shared reading within our reading curriculum, including our whole class reading sessions.
Reading <u>to</u> pupils	This refers to modelled reading and reading for pleasure within our reading curriculum.
Reading <u>by</u> pupils	This refers to independent reading, including home reading and intervention within our reading curriculum.

Whole Class Reading (Reading with pupils)

Whole Class Reading is taught daily at Springwell Park. We use our WCR sessions to teach both comprehension and fluency. The content domains are covered effectively throughout our sessions. Our WCR sessions start from EYFS through to Y6. By starting our sessions from EYFS, our children are continually building upon their reading skills and strengthening their understanding.

Whole Class Reading at a glance	
EYFS	WCR in EYFS is in small, adult led groups. The children focus on comprehension and do not do any recording.
KS1	In Y1, the children complete WCR sessions as a whole class, with the children not recording their work until they are developmentally ready. In Y2, the children start whole class reading from September, with the children recording work in their own individual exercise books. The sessions are 30 minutes long.
KS2	In KS2, the sessions are daily and 45 minutes long.

Whole Class Reading – Reception

Our children in EYFS focus on ensuring there is a balance between decoding and comprehension. The children have comprehension sessions in small adult led groups, with the focus being on high quality comprehension activity without the barrier of the children recording answers themselves.



Content Domain Introduction

The stories that our children focus on are taken from our Long-Term Plan. During their comprehension sessions, the children explore high quality reading activities which are stimulating and engaging. These activities enable the children to encounter the reading content domains that they will study in Key Stage One, but in an age-appropriate way.

Owl Babies
Guided Reading – Comprehension Strategies

Which class comprehension strategies and activities that can be used from reception onwards to ensure there is a balance between decoding and comprehension. The following activities can be completed during story time and can be teacher led or modelled.

Who What Where?
by OLIVIER TALLEC

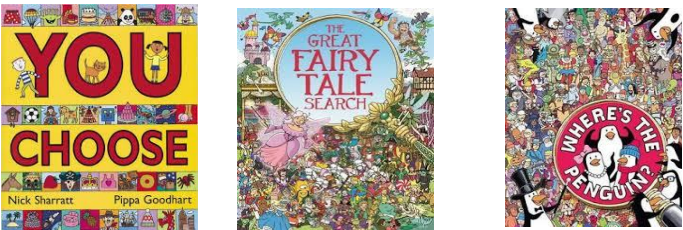
Examples of activities that the children will encounter:

Inference Emoji	The text is read to the children. The children then discuss what emoji (emotion) matches the character, and why. This demonstrates their understanding/comprehension of the text.
What we Know/How we Know	The teacher will tell the children 'What we know' and the children discuss how we know it – this leads into impression and evidence from the National Curriculum.
Timeline/Sequencing	The children sequence illustrations from the story. This demonstrates their understanding/comprehension of the text.
Find and Point	The children find and point at items from the story. This leads into find and copy from the National Curriculum.
Who? What? Where?	The children use their inference skills to answer the questions based on the illustration.

How does our EYFS curriculum transition into the National Curriculum?

Our curriculum has been carefully planned to ensure that it gives the children the best possible start to their education journey. It ensures that the children become able readers, both with fluency and comprehension.

Here are a few examples of how our reading transitions into the National Curriculum:

Reception	National Curriculum						
What we know / How we know <p>Extract: It was dark in the wood, and they had to be brave for things moved all around them. "She'll bring us mice and things that are nice," said Sarah. "I suppose so," said Percy. "I want my mummy," said Bill.</p> <table border="1"> <thead> <tr> <th>What do we know?</th><th>How do we know?</th></tr> </thead> <tbody> <tr> <td>The story was set in the night time.</td><td> <ul style="list-style-type: none"> It was dark in the wood. (<i>literal</i>) Owls sleep at day time and are awake at night time. (<i>inference</i>) </td></tr> <tr> <td>The owls were scared.</td><td> <ul style="list-style-type: none"> They were trying to be brave (<i>literal</i>). Things were moving by them (<i>literal</i>) Bill wants his mummy and this could be because he is scared (<i>inference</i>). </td></tr> </tbody> </table>	What do we know?	How do we know?	The story was set in the night time.	<ul style="list-style-type: none"> It was dark in the wood. (<i>literal</i>) Owls sleep at day time and are awake at night time. (<i>inference</i>) 	The owls were scared.	<ul style="list-style-type: none"> They were trying to be brave (<i>literal</i>). Things were moving by them (<i>literal</i>) Bill wants his mummy and this could be because he is scared (<i>inference</i>). 	Impression / Evidence <p>Our reception children use 'what do we know' and 'how do we know' as a starting point to 'impression and evidence'. The language 'impression/evidence' is introduced in Y2.</p>
What do we know?	How do we know?						
The story was set in the night time.	<ul style="list-style-type: none"> It was dark in the wood. (<i>literal</i>) Owls sleep at day time and are awake at night time. (<i>inference</i>) 						
The owls were scared.	<ul style="list-style-type: none"> They were trying to be brave (<i>literal</i>). Things were moving by them (<i>literal</i>) Bill wants his mummy and this could be because he is scared (<i>inference</i>). 						
Find and Point  <p>The children are able to improve their skimming and scanning techniques through 'find and point'. This also improves the children's vocabulary and spoken language.</p>	Find and Copy <p>The children encounter the language 'find and point' throughout their time in reception. As the children start to record in their Y1 comprehension sessions, the language is adapted to 'find and circle' and 'find and underline'.</p> <p>Through this approach, the children will be at an advantage when it comes to 'find and copy' in Y2.</p>						

Whole Class Reading – Y1

The children then progress into year 1 with a level of knowledge and understanding already gained from their reading sessions.

The children progress from small groups to whole class comprehension sessions, where they begin to record answers when developmentally appropriate.



Year 1 have been loving our guided reading sessions, exploring the story in a variety of ways. Well done! 🌟
[@Springwellpark](#) [@springwellreads](#)
[@juliadonaldson](#) [@axelscheffler](#) [#proudtteacher](#)
[#lovetoread](#)



We love sequencing stories in our Guided Reading sessions ❤️ [@Springwellpark](#) [@springwellreads](#)
[#lovetolearn](#)





Whole Class Reading – Year 2 to Year 6

Our children in year 2 to year 6 have a daily whole class guided reading session. The books are planned with progression in mind and develop in challenge between each half term. The focus texts are mapped out on our Long-Term Plans.

Our Whole Class Reading Timetable:

Whole Class Reading							
Monday	Tuesday	Wednesday	Thursday	Friday			
Reading to occur during all sessions in some form (teacher-led, choral, child-led, independent etc).							
Vocabulary to be embedded in all lessons: could be in the form of the first 5 mins of every lesson in relation to the extract being read that day, or it could be a group of words that are focussed on and explored all week. Teachers are to use their professional judgement as to what is taught each week to suit the learning and progression of their class.							
Below skills to be taught flexibly through the week to ensure curriculum coverage of reading skills/domains. Teachers to ensure a range of skills/domains are covered with extracts/texts used effectively to suit the skill taught. However, the balance of the teaching and learning of reading should be more heavily weighted towards retrieval and inference skills. <u>KS2 content domains:</u>				Stand alone lesson (does not have to link to the anchor novel) Can be stimulus from the reading spine or Extracts from 'classics' book or Topical news etc This is to give the children the opportunity to apply their skills on an unknown text.			
2a	2b	2c	2d				
2e	2f	2g	2h				
Give / explain the meaning of words in context.	Retrieve and record information / identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify / explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
<u>KS1 content domains:</u>							
1a	1b	1c	1d	1e			
Draw on knowledge of vocabulary to understand texts.	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	Identify and explain the sequence of events in texts.	Make inferences from the text.	Predict what might happen on the basis of what has been read so far.			

Our Whole Class Reading Timetable Explained

- During our Whole Class Reading sessions, **no set content domain has to be taught on any particular day**. The teachers are able to use their professional judgement to ascertain what content domain the particular extract/chapter lends itself well to. Throughout the unit, we ensure that all content domains are covered in full.
- Within every single whole class reading session, an element of reading has to occur.** Our teachers have had training on the different type of reading styles. These include:
 - Choral reading
 - Partner reading
 - Echo reading
 - Teacher read aloud
 - FORI (Fluency – Oriented Reading Instruction)

By using the different types of reading styles, we are increasing our children's fluency and intonation. Through certain types of reading styles, the fluency barrier is reduced to ensure that children of all abilities are able to comprehend the text and complete their activity.



3. **Vocabulary features within every single reading lesson**, regardless of whether or not vocabulary is the chosen content domain. We put an emphasis on vocabulary to ensure that our children's understanding increases. By focusing on vocabulary within the text, we are increasing the children's understanding of the text and therefore their comprehension.
4. **On a Friday, we have a standalone session.** This means that the children have a reading session based on a standalone text. By not using our focus text on a Friday, we are enabling the children to put their reading knowledge into practice on an unseen text. We find that this helps the children encounter all text types, which helps when it comes to reading test papers in test weeks and Y2/Y6 SATs. **During Fridays, our children also use poetry based on our poetry spine.**

Reading Intervention (Reading by Pupils)

At Springwell Park, we work extremely hard to ensure that our children do not fall behind. Our interventions begin with our teaching of Early Reading. Please refer to page 8 for further information on our Read Write Inc interventions for the bottom 20%.

Reading interventions do not stop at phonics. Right throughout our children's school years, we closely monitor our children to ensure that they are receiving intervention, if needed. We assess the children regularly through both formative and summative assessment and act accordingly.

Lexplore

We use Lexplore in order to closely monitor and track our children. Lexplore is a screening tool that makes it possible to identify children with reading and writing difficulties early on, using cloud analytics, artificial intelligence and eye tracking technology.



We assess the children on Lexplore termly and use the termly data to better understand our children's reading habits, identify who needs intervention, and monitor progress. The results from Lexplore are shared with the teaching staff to help inform their practice. The teachers are able to see details on the child's fluency and comprehension ability, as well as their reading age.

The use of Lexplore helps with the planning of targeted 1:1 reading.

1:1 Targeted Reading

We ensure at Springwell Park that the children who need targeted reading receive it. We determine who needs the reading intervention based on their academic ability, reluctance to read, or lack of home support. If a child isn't reading at home, we ensure that they are reading at school.

All of our teaching staff, including TAs, have had training on 1:1 reading to ensure that they are highly skilled on delivering a valuable and effective intervention session. The teaching staff have also had training on how to ascertain who does and doesn't need the intervention.

We are lucky enough to have ample volunteers who read with our children on a regular basis. The volunteers have been given training on 1:1 reading.

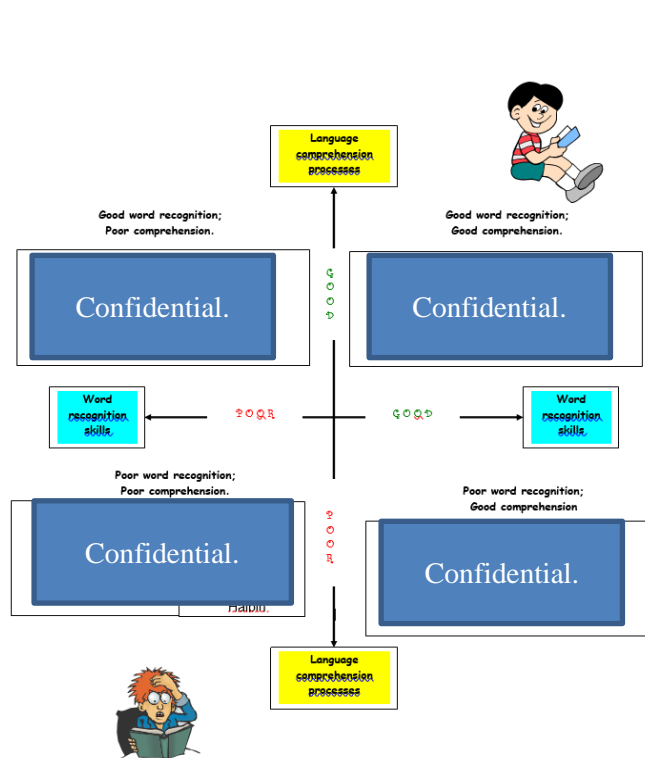
The Simple View of Reading

The Simple View of Reading is used by Class Teachers to accurately plot the children down based on their reading ability. The teacher is able to use the Lexplore results as well as their teacher judgment to place the children in the correct quadrant.



What quadrant that the child is in determines what the teacher/teaching assistant needs to focus on during the 1:1 reading. This means that the targeted reading is personalized and meaningful and the child is receiving exactly what they need in the intervention.

The children are plotted regularly on The Simple View of Reading to ensure that it reflects their current ability.



2H – target reader		
Name	Area of need	Target reader?
C O N F I D E N T I A L	Fluency and Comp	
	Fluency	
	Fluency	
	Recognising sounds	
	Fluency and comp	
	Fluency and comp	
	Comprehension	
	Fluency and comp	
	Consolidate/challenge	
	Fluency and comp	
	Fluency and comp	
	Fluency and comp	
	Fluency	
	Fluency	
	Fluency	
	Comp	
	Comp	
	Consolidate/challenge	
	Comp	
	Fluency and comp	
	Consolidate / challenge	
	Comp	
	Fluency and comp	
	Consolidate / challenge	
	Fluency	
	Consolidate / challenge	
	Comp	
	Fluency	
	Fluency	

The four quadrants are:	An Explanation	1:1 Focus
Good word recognition but poor comprehension	These children are fluent and are able to decode, but struggle with comprehension.	These children would be on developing comprehension and not focus on decoding.
Good word recognition and good comprehension	These children are able readers, with both fluency and comprehension.	These children would not need a particular focus. They could be a targeted reader if they do not read at home.
Poor word recognition and poor Comprehension	These children struggle with fluency and comprehension. These children typically have SEN.	These children would focus on decoding and fluency predominantly, with an element of comprehension.
Poor word recognition but good comprehension	These children struggle with fluency and decoding, but have good comprehension. These children normally excel during whole class reading.	These children would focus on fluency and decoding during the 1:1 reading.

Lexia

At Springwell Park, we also use Lexia as a reading intervention to ensure that our children never fall behind. Lexia, through a singular focus on literacy and a full spectrum of solutions to support it, helps more learners read, write, and speak with confidence.

All of our Y1 and Y6 cohort have blanket licenses – this means that every child in those cohorts have their own log-in and are able to use the platform in school and at home. In addition to this, the bottom 20% of children across the school also have a Lexia log-in, as well as the LAC children.

The use of Lexia is closely tracked by the Lexia Lead (overseen by the Reading Lead / Intervention Lead) and the data is inputted onto the system. We are able to see the progress that the children have made, and if they haven't made progress, what further lessons they need.



Beanstalk

Our LAC children, from EYFS though to Y6, receive reading intervention from a company called Beanstalk. Beanstalk specialize in growing children's reading knowledge, ability, and confidence.

Our LAC children receive this intervention twice weekly, where a Beanstalk employee comes into school to read 1:1 with them. The Beanstalk employee liaises with the Class Teacher and the teacher informs them of what their particular focus is to ensure it is specialized and meaningful.



Home Reading (Reading by Pupils)

Home Reading is extremely important to us at Springwell Park. Our goal is to ensure that each and every child reads at home. We are very clear to our parents about our expectation of home reading – we expect a minimum of 5 reads over a seven-day period.

Our parents have received support on how they can maximise their child's home reading experience. Our parents understand that it is quality over quantity. We would rather the children read a couple of pages in great detail, rather than racing through the book and not going further than the surface. Our parents know to explore what has been read by their child and to focus on comprehension.

The children who are still accessing phonics take home a phonetically decodable book closely matched to their phonetic ability – for further information on this, please refer to page 6. For children who have finished our phonics scheme, they take home Oxford Reading Tree books and are assessed regularly to ensure that they are on the correct book-band with the right amount of challenge.



Springwell Reads

In order to ensure that as many children read at home as possible, we have a Springwell Reads scheme. Springwell Reads is a loyalty card scheme used to promote home reading. Each child has a loyalty card in their reading record. Each week, home reading is tracked by the Teaching Assistant and any child who has read at least 5 times over a 7-day period receives a stamp on their loyalty card. At the end of each half term, every child who has enough stamps receives the prize and/or experience.



Our approach to Springwell Reads is consistent throughout our whole school. Having said that, the prize and/or experience differs for each class – this is because we wanted to ensure that it matches the children's age and interest. With it being consistent throughout, all of our parents and carers know exactly what our expectations are, regardless of what year group or key stage their child is currently in.

Springwell Reads

Loyalty Scheme

Examples of some of the prizes and experiences that our classes have enjoyed:

Movie afternoon (experience)
Extra playtime (experience)
Colouring books and pencils (prize)
Reading book (prize)
Hot chocolate and pastries (experience)

Springwell Reads enables us to track what children are reading and what children aren't reading. We are able to use this information to celebrate the children that are reading, and to work with families to support the children that aren't.

When children aren't reading at home, we have a process that we follow in order to try and increase engagement.

1. The Class Teacher will remind the child and the parent about the importance of home reading.
2. If the home reading doesn't improve, the Class Teacher reports it to the Key Stage Lead and they will phone the parents to discuss any potential barriers. This phone call is in a supportive capacity to try and remove the barriers that are in the way.
3. If the home reading still doesn't improve, a follow up letter is sent from the Senior Leadership Team. The letter states the date of the phone call, as well as the importance of home reading and the benefit that it has.



Reading for Pleasure (Reading to Pupils)

We pride ourselves on how much emphasis we put on reading for pleasure. Our reading curriculum has been designed with a love of reading in mind. Our goal is to create lifelong readers – readers who are not only competent, but also enjoy it. We strive for the children to want to pick up a book and read instead of being asked to.



Our Reading Leaders have delivered staff training to teachers and teaching assistants on the importance of RfP, including how to create a reading buzz in their classroom. Our writing and guided reading lessons are all book-focused, with a high-quality text at the centre of each unit of work. These books have been selected due to how enjoyable and effective they are.

Reading for Pleasure Text

Every class has a RfP text. This is a high-quality text that is completely separate to our reading and writing curriculum. The RfP text that each class reads does not feature on the Long-Term Plans, and no work is completed for it. This book is purely for pleasure and escapism for our children. The book that is chosen is challenging to the children, due to it being teacher-led. We also ensure that our books represent the diverse nature of society and serve multiple purposes, including increasing our children's empathy and also hooking them into reading and storytelling. Due to how important reading for pleasure is, as a school, we ensure that the reading for pleasure text is read to the children daily.

Our School Library

We have a large school library that is available for all children to visit. The library is timetabled so that classes know when they are able to visit. The children are able to lend books from the library to take home and read at their pleasure. The books that we have available within our library meet all interests and go across all genres and reading age/ability.



Community Library

As well as our school library and classroom libraries, we also have our Community Library. The Community Library lives in our playground, where our parents and carers are able to help themselves to texts. The purpose of this library is to try and encourage more parents to read and be reading role models to their children. The library removes any financial barriers that could be in the way for our parents, as the books are free of charge.

The books within the library are donated to us from the community or from our school staff. We have a range of genres for our parents, as well as children's stories that the children are able to help themselves to and keep.

The library is open twice a day – once at school drop off time and once at school pick-up time.



Author Visits

Springwell Park loves inviting author and poets into our school. The author and poets have led whole school assemblies, as well as delivering workshops to specific year groups. These visits are always effective and help to promote a love of reading from our children. Some examples of people we have had in recently are the poets Matt Goodfellow and Levi Tafari.

Reading Staircase

Our Key Stage Two staircase highlights our attitude to reading for pleasure. Each step has a high-quality text on it. This creates a superb talking point to our children. Our children have a challenge to have read as many of the texts on the staircase as possible before they leave us in Year 6. When choosing what texts to use, we explored their suitability, themes, how enjoyable they are, and if they represent diverse society (through the themes and author). Our reading staircase has representation of different ethnicities, disabilities, neurodiversity, LGBT+, and refugees.



World Book Day

We really enjoy World Book Day at Springwell Park. We ensure that the day is full of wonderful activities, all of which truly celebrate everything about books and stories. Our WBD day activities have ranged from 'Guess the Shelfie', where the parents and children guess who the reading shelf belongs to based on what texts are within the photography.



In addition to this, we have also done the 'Masked Reader', where the children and parents had to guess who the mystery reader was based upon the verbal and physical clues.

On World Book Day, we have been known to dress up as our favourite book characters. We have also dressed up as words in the past, in order to raise the profile of vocabulary. We were able to discuss what story we might find the word in, the definition of the word, and the type of word class.

