



The 7 Aspects of Reading at Mullion Primary School

How do we prioritise high-quality early reading?

'Every Child a Reader' is one of four our key aims at Mullion Primary. We know that children who can read and keep reading do well. Our commitment is that by the time our children leave Mullion Primary School every child will be a reader. They will be motivated and enthusiastic readers who read both for enjoyment and to be curious.

- Reading is a focus on Mullion Primary's **school development plan** and is regularly an item at staff training and INSET days.
- Significant investment has been made into the school's systematic synthetic phonics programme (**Read Write Inc**) to ensure that all children are taught to read with phonics books matched to their knowledge.
- Significant investment has been made into developing a **school library and class libraries** that promote a wide range of authors and genres for children to enjoy.
- Any child who is working below age-related expectations throughout the year is placed in our **intervention tutoring programme** and this is tracked by our reading leader. This includes the tracking of the **lowest 20%** of pupils.
- In Early Years, children have a diet of '**5 a day**': five stories read to them every day. These come from a children's choice and our reading spine.
- Families have access to a selection of '**read to me**' books to ensure that all children have books at home
- We have developed a **reading spine** which promotes a wide range of texts and includes purposefully planned repetition and books that promote protected characteristics so that children become familiar with stories and have a wider-world awareness beyond their locality.
- Children are taught to read with expression and this is **modelled** through Read Write Inc and Talk through Stories where children also experience drama conventions to engage and understand the texts.
- All teachers have timetabled a slot for the **daily class story**. This is where the children can listen to a story and immerse themselves in the book world
- All classes have a library slot timetabled where the children can read, choose their next book, make recommendations and talk to their teacher about their **own reading journey**
- Each class has a '**Book Talk**' session where the class reader is given more time for discussion
- From Year 2 onwards (once they have successfully completed the phonics programme) children learn the skills of reading comprehension and further fluency development through 3 timetabled **whole class reading lessons**.



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- From Year 2 onwards, **Accelerated Reader** is used for children to quiz on books they've read, guide them in their next reading choices and for monitoring of reading engagement (along with teacher conferencing). This also provides information to parents on their child's independent reading choices. Accelerated Reader is not used rigidly, but rather as a tool within a broader kit.
- Paper **reading journals** are used in key stage one and two for **parents to communicate** home-reading practice and for children to journal their reading experiences
- **Family sessions** are introduced to model how reading is taught in school, demonstrate effective home reading and explore VIPERS as a tool for developing comprehension
- Mullion Primary has invested in reading for pleasure books through a **book subscription** where two books are delivered each half term and shared with children in each class. These are also promoted through the newsletter for families.
- Children in key stage two take part in the **Kestle Barton Literacy Festival** each May where they have the opportunity to take part in author and illustrator workshops with inspiring children's authors. These books become firm favourites in our libraries.
- Literacy Shed Plus has been invested in to enable teachers to access **high-quality shorter texts** for comprehension lessons
- **Reading assemblies** take place every 3 weeks to promote an author, book or a story with a message linked to current affairs or our school's core values.
- Reading **Borrow Boxes** are created by each teacher sent home with one child each week for them to share at home and create discussion around reading
- **Explorer Suitcases** have been created for use at lunch times and contain books, objects, maps and creative resources



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What does a strong start in Reception look like at Mullion Primary?

At Mullion Primary we forge strong links with our feeder preschools and nurseries. We teach reading from day 1 through our phonics programme and by reading often. We know that making a strong start is the key to setting high expectations and promoting reading.

- Children in Early Years learn to **read from their first day** in school
- We have strong **relationships with the nursery** who attend our Read Write Inc training sessions and being to teach Set 1 sounds and letter formation in pre-school.
- We **support parents** to practice reading at home through transition meetings and reading meetings throughout the year
- **Set 1 sounds are sent home** weekly to allow parents to practice sounds before reading books are sent home
- The children are taught to read through the **Read Write Inc** programme and are taught a sound each day, with daily review.
- Half termly assessments are made to **track children's progress** and to ensure that intervention is provided from the start.
- The structure of each **lesson is routine** so children can focus on the learning



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How have we developed a healthy Reading for Pleasure culture at Mullion Primary?

We teach children to read and to keep them reading through a coordinated and progressive approach which promotes fluency and a love of reading. We introduce them to current and classic authors and teach reading through a range of genres.

- Every classroom has an inviting **class library** for children to choose from and they also have access to our school library
- All Early Years and Key Stage 1 children take home a 'Read to Me' book for adults at home to share stories together with their child
- Weekly timetabled **library sessions** promote and support children's own reading interests. This facilitates sharing recommendations, talking to peers about their reading and time to check-in with the teacher about their book
- A weekly timetabled '**Book Talk**' session enables further discussion around the class reader where children and teachers can explore 'queries and theories' around their chosen daily reading book.
- Opportunities for **author visits** (live or virtual) where children are introduced to new and existing authors and can immerse themselves in their world. Investment is made to purchase these books and add them to class libraries.
- Key stage two take part in the **Kestle Barton Literacy Festival** each year in May. They get to meet and chat with authors and are inspired to read their books – continually widening their author bank.
- **Teachers as readers**: teachers discuss their reading with our children and read widely to enable them to share and guide others
- Half termly **book subscriptions** ensure that excitement is high around new books and these are eagerly anticipated
- A half termly **reading newsletter** with author segments and book reviews is supported by purchase of the books for the library
- Book **Borrow Boxes** are shared in each class. These are given to one child each week and contain teachers 'must read' books spanning any genre and age-appropriateness. They contain hot chocolate and marshmallows and a book review book for children to add to (if they wish).
- **Books are woven through all areas of learning** to promote purpose for reading. This includes fiction and non-fiction.
- A **story assembly** takes place twice per half term where a book may have a topical theme to be shared and discussed together.
- There is a **Book Club** after school run by reading leader and a key stage one book club once per week led by enthusiastic Year 6 readers and supported by the reading leader.



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How do we ensure good progress or better for all children?

Mullion Primary has rigorous systems in place to ensure that children make good progress or better.

- In early reading, the leadership of and **fidelity to the Read Write Inc** programme ensures children are assessed and taught by stage not age so that teaching is closely matched to their attainment.
- Half termly assessments through Read Write Inc, Accelerated Reader and NFER Reading Assessment enable **quick identification** of any children who are not making expected progress or who need to catch up
- **Progress is closely tracked** by the reading leader and intervention timetables are prepared and monitored.
- A **four-phase intervention programme** is in place across the school, starting with our systematic synthetic phonics approach, word fluency, text fluency and finally digging deeper into comprehension strategies.
- Children are taught to read through increasingly challenging **texts that they can read** and are matched appropriately. As they become increasingly fluent readers, there is also a focus on stamina and pace.
- Staff receive frequent **coaching and practice** to ensure **quality-first teaching** is in place for all pupils.
- Investment is made to ensure that staff receive high-quality training through Read Write Inc which include staying up to date with current practice
- We **keep parents informed** about their child's progress and give tips for how they can support this at home.



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How do we continue to select and use high-quality resources to support all children to learn to read?

At Mullion Primary, we make sure that texts are carefully matched to a child's reading ability. We know that texts should be accessible in order for children to read.

- **Fidelity to the Read Write Inc** synthetic phonics programme is integral to our success.
- Read Write Inc **books are matched** to the teaching and support revision of learning whilst embedding new learning within.
- When children have successfully completed the Read Write Inc programme, they are **initially assessed using Accelerated Read** and guided with reading choices through their AR reading range and, crucially, teacher assessment of listening to them read.
- Children are heard to **read at least fortnightly** and those who are not reading at home, more often.
- Texts chosen that form our **reading spine** are matched to interests, topics and are age appropriate. They include a wide range of genres and are both fiction, non-fiction and poetry in form.
- **Investment** has been made in to Literacy Shed Plus in order for teachers to access high-quality short texts for the children.
- Accelerated Reader is used as a guide to appropriate texts for a cohort in order for them to have access to material they can read. More challenging texts are used with teacher guidance and direction.

How do we make sure we quickly identifying pupils who fall behind?

Even with a rigorous phonics programme, we know that there are still factors that can lead to children falling behind. We have a system in place to quickly identify this and act upon assessment.

- Phonics **assessments at least half termly** to **track progress** and ensure grouping appropriate
- Accelerated Reader assessments half termly tracked by reading leader and shared with teachers
- **Dialogue with reading teachers** throughout the teaching phase for pupils who are struggling or exceeding the group
- Tutoring programme delivered by trained tutors
- Reading leader compiles a **tutoring programme** each half term with identified pupils
- A 4-phased tutoring programme which mimics class teaching in smaller groups and provides opportunity for **review and reteach** (sound teaching, word fluency, text fluency, text comprehension)



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What are we doing to develop and sustain an expert team of reading teachers?

At Mullion Primary, reading is a priority. Therefore, developing reading teachers is an integral part of our school priorities.

- We invest in staff and train them as part of an **induction** process
- Staff who teach Read Write Inc engage in fortnightly **training and coaching sessions** with the reading leader so that they can become expert reading teachers
- Staff engage in **Read Write Inc development days** with a specialist trainer
- All staff have **initial training** through Read Write Inc in order for practices to be fully embedded across the school.
- We attend Read Write Inc **update training** throughout the year
- All staff engage in **Trust-wide reading CPD** to stay up to date with best practice and research.
- We work with the **Kernow English Hub** as a graduated partner school and take part in training and support offered
- Whole school fluency comprehension strategy where teachers are trained and part of a **coaching and practice cycle**.
- Reading leader **monitors** quality-first teaching through planning sampling, book looks, pupil conferencing, learning walks, lesson observations, coaching and practice