

## **Reading Covid Recovery Plan**

After Covid and the pro-longed period away from school there has been a big impact on children's reading development in all domains.

We have used PIRA as a baseline to assess our pupils to see where the greatest gaps are. This has highlighted inference as a main weakness.

Through formative assessment we can see that reading for enjoyment, phonics, vocabulary and inference are areas for concern too.

We intend to develop these areas to ensure our pupils make progress.

## **Invest in a Reading Scheme.**

### **Intent**

To introduce a reading scheme for Years 1-6.

To provide pupils with an online library.

### **Implement**

- Research of schemes available.
- Discussion with class teachers.
- Order
- Allocation of books to classes.
- Assess pupils and put them on appropriate books bands.
- Regularly monitor use of scheme.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

All pupils will be on an appropriate book band for their reading ability.

All pupils will show progress as they move through the book bands.

All pupils will access the online reading library.

## **Book Audit**

### **Intent**

To know how many banded books are required throughout the school so more can be purchased.

## **Implement**

- Ask teachers to carry out a book audit of the banded books they have in their classrooms.
- Analyse information so new books can be ordered and distributed.

## **Impact**

ALL pupils will make progress at least in line with national for reading.

All classes will have access to a wide range of books covering the bands required for the year group.

## **CPD on Appropriate Book Levels**

### **Intent**

To ensure all teachers and LSAs are able to assess children's reading and give them the appropriate book band.

### **Implement**

- Deliver CPD to class teachers and LSAs.
- Provide staff with materials to support assessment.
- Allow time, when new reading scheme arrives for teachers to reassess levels.
- Monitor through listening to children read from their book bands.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

Consistent approach to assessing reading bands throughout the school.

All pupils on reading bands.

## **CPD on 'Teaching Reading Comprehension'**

### **Intent**

To ensure all teachers are confident in teaching reading comprehension.

For all teachers to be following a consistent reading comprehension model.

### **Implement**

- Deliver CPD to class teachers and LSAs.

- Provide staff with materials to support assessment.
- Allow time, for class teachers to adjust their planning to accommodate new model.
- Monitor through observations, planning and book scrutinies.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

Consistent approach to teaching reading comprehension throughout the school.

## **CPD on teaching Guided Reading**

### **Intent**

To ensure all teachers are confident teaching guided reading.

### **Implement**

- Deliver CPD to class teachers and LSAs.
- Provide staff with materials to support assessment.
- Allow time, for class teachers to adjust their planning to accommodate new model.
- Monitor through observations, planning and book scrutinies.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

Consistent approach to teaching guided reading throughout the school.

## **CPD on Inference**

### **Intent**

To ensure all teachers are confident teaching inference.

To develop inference skills so that our children can access the deepest levels of comprehension.

### **Implement**

- Deliver CPD to class teachers and LSAs.
- Provide staff with materials to support assessment.
- Allow time, for class teachers to develop their inference teaching skills.

- Through daily, quality whole class and guided reading sessions, children will learn how to infer meaning from the clues given in the text and from their understanding of the world.
- Monitor through observations, planning and book scrutinies.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

Consistent approach to teaching inference throughout the school.

Children will have a deeper understanding of the texts they read.

Children will enjoy the texts they read as their understanding grows.

Data for reading will show reading data at least in line with national % across the school.

PIRA will show termly progress.

## **CPD on Reading Profiles**

### **Intent**

To introduce reading profiles to all children.

### **Implement**

- Deliver CPD to class teachers and LSAs.
- Provide staff with materials to support assessment.
- Allow time, for class teachers to introduce and develop reading profiles.
- Monitor through observations and pupil voice interviews.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

All pupils to have ownership of a reading profile.

All staff and pupils to consistently use reading profiles to boost pupil's interest and raise questioning opportunities.

## **Weekly Monitoring of Reading Expectations**

### **Intent**

To ensure all classes have weekly plans for Reading, Phonics (EYFS and KS1), Reading Corners, ERIC, Word of the Day, Reading Reward Displays and a Whole Class Story.

### **Implement**

- Introduce reading expectations.
- Monitor, weekly, through climate walk and discussions with CT, LSA and pupils.
- Provide weekly feedback to teachers.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

All classes will be following the expectations giving pupils the opportunity to realise that reading is a valuable skill to be enjoyed and respected.

## **Everyone Reads in Class**

### **Intent**

To increase levels of enjoyment whilst reading for pleasure.

### **Implement**

- All classes will take part in daily ERIC, Everyone Reads In Class, sessions.
- Teachers will read with the children and model how to enjoy reading.
- This will be monitored by Pupil Voice interviews.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

A 'love for reading' culture will develop where children will choose to read because they want to, not because they have to.

## **Vocabulary**

### **Intent**

To develop an understanding of a rich and varied language and to apply interesting vocabulary choices.

### **Implement**

- All classes will have a contextual Word of the Day.
- Whole class reading sessions will develop vocabulary choices.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

Children will have a greater understanding of the texts they read as their vocabulary develops.

Children will make connections between words and meanings.

## **Pupil Voice**

### **Intent**

To give pupils the chance to express their opinions about reading.

### **Implement**

- Hold pupil interviews, termly, to discuss different elements of reading.
- Choose pupils to ensure the voices of all F/M, all age ranges, PPG/Non PPG are heard.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

All pupil's voices will be represented across the school.

Monitoring of interviews will result in actions taking place.

## **Whole School Reading Strategies**

### **Intent**

To raise the profile of reading across the school.

### **Implement**

- CT, LSAs and SLT will listen to PPG and lowest 20% up to 5x a week.
- Reading strategies on a newsletter.
- Reading rewards strategy.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

PPG and lowest 20% will have regular opportunities to be listened to by an adult.

The gap between Non PPG and PPG and Lowest 20% will narrow.

Parents will receive regular information explaining how they can best support their child at home.

A new incentive across the school will encourage children to read 5x a week.

## **Phonics**

### **Intent**

To establish consistent high quality practice, progression and continuity in the teaching and learning of phonics and spelling through school.

### **Implement**

- All EYFS and KS1 classes will receive daily, quality lessons.
- Due to lockdown, children will have missed elements of different phases.
- As a result, class teachers will deliver phases from the previous year group.

	2019 - 2020	2020 - 2021
Nursery	Phase 1	Phase 1
Reception	Phase 2 Phase 3 Possibly Phase 4	Continue to embed Phase 1 Phase 2 Phase 3
Year 1	Phase 4 Phase 5	Phase 3 Phase 4
Year 2	Revise Phase 5 Phase 6	Phase 5 Phase 6

- As Year 2 children will be sitting the Phonics Screening in Autumn 2020, they will be baselined which will inform weekly planning and further intervention will be given where necessary. This also applies to Year 3 children who weren't able to resit the screening in Year 2 due to the National Lockdown.

### **Impact**

ALL pupils will make progress at least in line with national for reading.

Children will develop strategies that will enable them to become fluent readers and confident writers.

Children will have a firm foundation on which to acquire a love of reading.