



Response to OFSTED criteria for Early Reading and the education inspection framework.

Context: Early literacy refers to the development of skills students need in order to transition from learning to read, to reading to learn. At Swinemoor, we understand the importance of developing the skills needed to become successful readers. These skills include, but are not limited to: vocabulary, self-expression, understanding, and phonetic decoding.

By September 2021, the DfE have stated that there will be a non-statutory early reading framework. HMI Kirsty Godfrey reiterated Ofsted's criteria, as detailed below. The following analysis is by no means exhaustive, but an insight into the very high priority it is given on a daily basis.

HMI Criteria	SPS Provision	Impact
<ul style="list-style-type: none"> ○ The Head Teacher prioritises early reading; 	<ol style="list-style-type: none"> 1. Reading room has had considerable investment to make it appealing to younger children. 2. LM is greatly involved in the management of phonics teaching and assessment. 3. A home book reading scheme has had considerable investment, with all of KS1 and EYFS in receipt of an entirely new scheme of home reading books with matches their phonics ability precisely. 4. Lesson observations and book scrutiny look at vocabulary, language acquisition and early reading skills such as oral recitation. 5. Reading diaries are scrutinised every half term to ensure that children are being listened to by a teacher/TA twice a week minimum. 6. In Good Work assemblies, children who read at home 3x a week are celebrated. This is audited weekly by SLT and monitored. See yearly scrutiny planner. 7. Children will have a story read to them at the end of every school day. This is an expectation. 	<ul style="list-style-type: none"> ▪ Children are excited to explore new books and share with adults resulting in higher levels of vocabulary and recall ▪ Children are able to quickly locate and access phonetically decodable books in line with their ability resulting in sequential progress ▪ Parents/Carers have a greater understanding of the progression of phonics learning of their child resulting in secure home school links ▪ Parents/Carers are able to support their child in develop phonic skills and decode and read words, sentences and whole books ▪ All children are accessing regular reading with an adult resulting in greater progress
<ul style="list-style-type: none"> ○ Staff foster a love of reading; 	<ol style="list-style-type: none"> 1. Every child is listened to by an adult within the classroom at least twice a week 2. Home time story is a non-negotiable 3. World book day is celebrated with many different whole school activities, such as teachers sharing their favourite books 4. Open books are displayed throughout continuous provision and classrooms, not just in a reading area. 	<ul style="list-style-type: none"> ▪ Children are regularly practising and applying phonics skills, resulting in secure knowledge and fluency ▪ Children are immersed in a language and story rich environment, building a desire to read ▪ Children develop an ownership of stories





	<ol style="list-style-type: none"> 5. EYFS provision is planned around a weekly set text to provide greater context and enjoyment of stories and poetry. 6. Swinemoor stories are greatly celebrated, with children taking home their own copy to share with family members. 	and demonstrate great pride in sharing stories with their family, resulting in greater home school links.
<ul style="list-style-type: none"> ○ The content and sequence of the phonics programme supports progress; 	<ol style="list-style-type: none"> 1. All staff in EYFS and KS1 follow the same systematic teaching of phonics, which is continuously assessed and reviewed by the class teachers. 2. Children are taught by their class teacher or a highly skilled TA and progress at a steady pace together. 3. Children who find it difficult to keep up with the whole class approach are given 'phonics booster' sessions to support their progression. 4. The school follows the Floppy's phonics scheme with actions from the scheme to support kinaesthetic learners 	<ul style="list-style-type: none"> ▪ Teaching of phonics is sequential, substantive and rigorous, resulting in greater progress. ▪ All children have access to high quality first teaching resulting in greater progress and attainment ▪ Some children have access to targeted support resulting in increased progress and attainment ▪ All children develop kinaesthetic approaches, resulting in greater independence when reading.
<ul style="list-style-type: none"> ○ Reading books match the sounds that pupils know; 	<ol style="list-style-type: none"> 1. A whole lower school reading scheme (Floppy's phonics) has been introduced for home reading books – this matches the progression and learning of each child exactly. For example, a child who has learnt the graphemes 'sh, th ng' in their phonics that fortnight will have book 10 (sh, th ng) as their home reading book the same fortnight, to embed and practise previously taught graphemes and phonemes. 2. All teachers use a unified tracking sheet to monitor this and ensure children are reading books to match the appropriate previously taught graphemes. 3. Home reading books are changed fortnight, to match exactly the children's phonics learning. 4. Within reading corners, there are phonetically appropriate books for the children to access and read in their own time. 	<ul style="list-style-type: none"> ▪ Every child has home-reading books which match their abilities exactly, ensuring that they can access reading at home and raising standards. ▪ Tracking sheets are robust and ensure that all children's progress is monitored, ensuring progress for all. ▪ Reading corners are attractive and accessible, which fosters a love and developed confidence of reading for pleasure.
<ul style="list-style-type: none"> ○ Children are taught phonics from the start of reception; 	<ol style="list-style-type: none"> 1. Formal and discreet phonics lessons are taught daily from the first full day of school for all children. This is evidenced through their phonics workbook, photographs, photocopied whiteboards 	<ul style="list-style-type: none"> ▪ The immediate teaching of phonics ensures rapid progression and learning, resulting in





	and embedding activities within their English books, and reading scrutiny that takes place in the first term of the year	higher levels of progress and attainment.
<ul style="list-style-type: none"> ○ Pupils who fall behind are supported to catch up quickly; 	<ol style="list-style-type: none"> 1. All staff submit IEPs to the SENCO termly, which detail proactive responses in supporting children to catch up 2. PPG children are also monitored, and booster groups are planned effectively for those target children. 3. SEN and PPG progress is rigorously monitored by SLT and evidence base is triangulated by governors. 4. For children who have not achieved the recommended level in the phonics screening at the end of year 1, they are targeted with intervention programmes specific to their needs, as detailed on their individual education plans. This continues into Y3. 5. In years 3 and 4, children receiving phonics intervention will access 3 hours and 45 minutes a week of targeted intervention delivered to a small group during 3 slots of 1 hour and 15 minutes each. 	<ul style="list-style-type: none"> ▪ SEND pupil's progress is monitored to ensure that provision is effective, resulting in high levels of progress. ▪ Targeted intervention results in every child having support to make increased progress.
<ul style="list-style-type: none"> ○ Staff are experts in early reading. 	<ol style="list-style-type: none"> 1. There are high standards and expectations placed upon the teaching of phonics. All staff have received training on the school's expectations, and all phonics lessons follow the same scheme to ensure consistency in the quality of teaching, as documented through in-house phonics audits, lesson observations, reading scrutiny and reading standards. 2. Staff know and consistently use appropriate vocabulary within their teaching (phoneme, grapheme, digraph) and demonstrate an understanding of the pedagogy required to support excellence in early reading. (via scrutiny, lesson observations, report to governors) 3. Staff know the importance of language acquisition, vocabulary and early reading and this is demonstrated through WOW, III grids, portfolio and CHATTA lessons. 	<ul style="list-style-type: none"> ▪ All staff are able to provide high quality teaching and provision as a result of their training and high fidelity to the scheme. ▪ Appropriate vocabulary ensures fidelity throughout the school, resulting in consistent teaching and therefore good attainment and progress for pupils. ▪ Oracy is prioritised and this results in increased vocabulary and language acquisition which ensures pupils are able to access a wide range of literature, improving their fluency and confidence when reading.

For further information on how we teach and implement reading across the school, please visit our website at <https://swinemoorprimary.org.uk/swinemoor-primary-school-our-approachto-reading>





APPENDIX I – Typical yearly monitoring and evaluating schedule.
APPENDIX II – Four stages of reading as published on website

APPENDIX I – TYPICAL YEARLY MONITORING AND EVALUATING SCHEDULE

Reading is given a very high emphasis within our curriculum and our monitoring system. It cannot be the only subject under scrutiny, but as evident within the schedule, it is given a very high priority whilst also ensuring a broad and balanced curriculum.

AUTUMN	SPRING	SUMMER
06.09.21 INSET	03.01.22 INSET	25.04.22 INSET
13.09.21 WRITING SCRUTINY	10.01.22 PHONICS/READING SCRUTINY	02.05.22 MATHS SCRUTINY
20.09.21 WRITING SCRUTINY	17.01.22 LESSON OBSERVATIONS	09.05.22 KS2 SATs WEEK
27.09.21 WRITING SCRUTINY	24.01.22 PHONICS/READING SCRUTINY	16.05.22 LESSON OBSERVATIONS
04.10.21 WRITING SCRUTINY	31.01.22 PHONICS/READING SCRUTINY	23.05.22 IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY
11.10.21 LESSON OBSERVATIONS	07.02.22 PHONICS/READING SCRUTINY	30.05.22 HALF TERM
18.10.21 IEP SCRUTINY (Inc phonic screen Y3) READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY	14.02.22 IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY	06.06.22 SUBJECT LEADER INTERVIEWS MATHS SCRUTINY IEPs WRITTEN & DISTRIBUTED
25.10.22 HALF TERM	21.02.22 HALF TERM	13.06.22 MATHS SCRUTINY
01.11.21 SUBJECT LEADER INTERVIEWS	28.02.22 IEPs WRITTEN & DISTRIBUTED SUBJECT LEADER INTERVIEWS	20.06.22 MATHS SCRUTINY
08.11.21 MATHS SCRUTINY IEPs WRITTEN & DISTRIBUTED	07.03.22 PHONICS/READING SCRUTINY	27.06.22 MATHS SCRUTINY
15.11.21 MATHS SCRUTINY	14.03.22 CHRT & CLASS ANALYSES TO SMT PUPIL PROGRESS DATA IN OTRAC	04.07.22 REPORTS IN FOR STAFF READING PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT
22.11.21 MATHS SCRUTINY REPORTS IN FOR STAFF READING	21.03.22 REPORTS IN FOR STAFF READING PHONICS/READING SCRUTINY	11.07.22 REPORTS OUT SMT AUDIT ASSESSMT & APP FILE IEP SCRUTINY
29.11.21 MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT	28.03.22 SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT IEP SCRUTINY	18.07.22 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY
06.12.21 MATHS SCRUTINY SMT AUDIT ASSESS & APP FILE IEP SCRUTINY (Inc phonic screen Y3)	04.04.22 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY	25.07.22
13.12.21 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY EXTENDED WRITING SCRUTINY SPELLING BOOK SCRUTINY	11.04.22	
20.12.21		



We have a very progressive reading curriculum as detailed on our Intent, Implementation and Impact documents available on the website. Early reading is very much within the context of the four stages of reading as published on our website, in particular first two stages and progressing into the third. As we teach reading, this is at the forefront of our pedagogy and a continuum

READING APPROACHES/ STRATEGIES



PICTURE BOOKS



These are the building blocks for understanding story structure, vocabulary and sentences. Children learn which way round to hold the book; that we read from left to right, following the pictures in order, and from the top of the page to the bottom. The story is linked to the pictures. This will help them to use pictorial cues as their reading develops.

Picture books enable children to discuss a story and to build their confidence in re-telling it. Talking about the pictures is enjoyable, inspiring their imagination. Children can see the fun in reading, right from the start.



APPENDIX II – FOUR STAGES OF READING





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READING APPROACHES/ STRATEGIES



PHONICS



Children learn that the letter(s) on a page represent the sounds in spoken words. They are taught the letter names and the letter sounds systematically in small groups on a daily basis, eventually learning how to sound out and blend unfamiliar printed words.

This will be developed by reading books consistent with their developing phonic skills. Their knowledge of common exception words will also be developed. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Continued

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READING APPROACHES/ STRATEGIES



CONTEXTUALISATION



Children are increasingly taught that the words they read have a meaning, for example in telling a story, rather than just learning how to read lists of words. In this way, they also understand that reading has a purpose. They are taught to check that the word they have decoded fits in with what else they have read. Words and sentences make sense in the context of what they already know about the topic or story.

New words are also introduced and explained within the context of what they are reading. Eventually, the meaning of unknown words can often be worked out from the context of a story or information text.



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READING APPROACHES/ STRATEGIES



INFERENCE



Children are taught to seek meaning in what they read. It is the understanding of the text. This can be very obvious and literal but can also be hidden. Children learn to infer the not-so-obvious meanings that are often hinted at in fiction and non-fiction texts. They are taught to find clues in the text and to add those to what they already know. Children are taught to develop and apply this skill to reading, eventually having to back up their inferences with evidence from the text, so that they are sure it makes sense in the context.

Inference is closely related to prediction and anticipation. Exciting books require a lot of inference. When children become experts at inferring, they become lost in the world that the book is creating – they cannot wait to turn the page – they are reading for pleasure!

