

REAL PROJECTS



R rigorous

E engaging

A authentic

L learning



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All children have a love of reading and independently challenge themselves to access quality texts. They all reach an expected level and can speak confidently about different books.



ESSENTIAL
QUESTION

How do we ensure all children maintain a love of reading and it is reflected in their attitude and attainment?

Context of Pensans

We are a larger than average primary school in an area of multiple deprivation where % of FSM is more than double the national average and mobility is high compared to national figures. 84% of our children are between 0-30% most deprivates of the country with nearly half the of children in 0-10%.

Aspiration and vision

Children at Pensans are often surrounded with low expectations out of the school context that makes it hard to set challenging and inspirational goals for themselves. It is important to make sure each child is encouraged to do their best and believe in their own abilities, which will lead to changing their futures. Our curriculum aims to provide a broad view which encompasses local and world contexts. This is supported by challenging learning steps.

Using our local community

During the projects we use experts to support the children's learning who become part of the critique process. This is a fantastic opportunity to share skills from people who are doing the jobs in the real world. For example we have worked with our local MP, carpenters, radio presenters, restaurant owners and firemen. The children get a huge amount of motivation from meeting and working with specialists and benefit from discussing their work and how to improve their own outcome. We have been delighted with how keen and supportive our community has been and the links we have made.

Planning and delivery

Our curriculum is planned around REAL projects. This is an inspiring and relevant way of delivering the national curriculum statements. Each project has a real world outcome which provides reason and purpose for beautiful work and a 'want to know'.

The
expert in
anything
was
once a
beginner.

How does our curriculum
address the needs of our
pupils?

Teaching and learning

Our curriculum delivery means we can teach according the interests and needs of our pupils. In order to maintain high levels of interest and engaged learners, and therefore promote progress, we ensure we talk to children, get feedback and teach what is relevant for each cohort.

Each project is monitored by leaders to make sure all the learning milestones for each subject are being met, they are challenging and inspire the children to reach their potential. Teaching is planned around practical opportunities for the children as well as using clear targets for the children to know their next steps and move on.

Meeting additional need

We place the learner at the centre of all our activities, continuously reflecting on how effectively our actions are impacting on the outcomes of each individual. We provide with the necessary tools and environments to enable them to be flexible, choosing how, where and with whom they work.

Through all this we ensure the learners are engaged in collaborative, self-directed learning with teachers acting a facilitators.

Skills and content

Each project provides our children with opportunities to acquire specific skills for learning as well as subject related statements for knowledge. The two are interwoven within each project, a focus on the 'how' as well as the 'what' but most importantly given a context for 'why'.

Children learn the skills they will need to thrive in a variety of situations, work together, share skills and knowledge but also understand the need to be independent.

Impact

Children at Pensans are enthused learners who can discuss their projects confidently and are aware of what they are learning and why. They have had the world opened up to them and their horizons have been pushed wider and further.

Children are active learners who want to know more and are aware of their next steps of learning. Critique pushes the standards of writing and shows that children are embedding their skills that extend to include writing techniques and specific subject knowledge.

They are collaborative learners able to lead parents meetings and discuss their learning in learning conferences held each week.

This is having a direct impact on the standards throughout the school and their thirst for learning.

Across school consistency:

We want children to leave Year 6 at, or above, the expected national level.

We aim to have fluent readers by the age of 7. Alongside this our main focus is for children to love reading, experience and enjoy a variety of texts and independently be able to tackle challenging books. Accelerated Reader is a system of assessment and promotes individual progress. Children from Y2 to Y6 take a Star test which gives them a ZPD range. This range is individual to them and gives them a choice and variety of books they can choose from. These will be at the correct level of interest and challenge. After each book the children take a quiz of comprehension questions to assess how much they have understood. This information gives a detailed breakdown of their progress, gaps in learning and frequency of reading.

How is reading taught?

Each child is taught the skills necessary to decipher and understand a variety of texts during a guided reading session every day. This focus on comprehension, understanding of different features and reading fluency. Each session comprises of exposure to quality texts and the unpicking of the language and structure. Word fluency slides ask quick questions to gauge their understanding of language and purpose. A guided practise section then takes them through how to find specific information and write a written response. Children then have an opportunity to independently work on the same style of question. Each child is then challenged to up level any questions. There are also opportunities for children to read in a guided group, be asked questions by an adult and discuss different features and authors of interest.

Every day each child has a 20min quiet reading period to enjoy their accelerated reading book. Teachers also share a class read to focus on their listening for enjoyment. Each week the children also spend a session in the library which is led by our library manager. This makes sure each child has the opportunity to explore new texts, authors and share their love of reading.

READING IS LIKE
BREATHING IN, WRITING
IS LIKE BREATHING OUT

PAM ALLYN
PICTURE QUOTES .com

How is reading taught at Pensans?

How do practitioners have consistently high expectations, have a secure subject knowledge and why are pupils engaged?

Reading in the curriculum.

Opportunities to study quality texts is a main focus when planning a REAL project. Having a driving text which runs throughout a project allows children to be immersed in new language and also leads to opportunities for writing.

To ensure that the curriculum is cohesive, books allow for writing strategies and SPaG skills to be demonstrated in a real example and provides children with an understanding of how authors use these skills to engage a reader.

Texts also inspire other areas of the curriculum so non-fiction and fiction books are explored. Children are encouraged to research and gather information using books which feeds into scientific knowledge or specific facts when writing a biography. Reading underpins all subject areas from reading and understanding maths problems to following a recipe, it is therefore at the forefront of the children's experiences and our teaching.

Phonics in Phase One:

The building blocks which allow children to access books independently is one of the main areas of teaching during Phase One.

This is taught through a phonics scheme which is structured, progressive and highly effective. It shows children the grapheme-phoneme correspondence which is linked to a fun, snappy phonic phrase. This helps children decipher the correct grapheme to say when reading and which one to use when writing.

e.g. ay - may I play instead of ai - snail in the rain.

Phonics is taught daily in a 20min session in ability groups. This ensures children are appropriately challenged and supported depending on where they are in the phonics scheme. These groups are dynamic and fluid so grow and change as children's learning progresses. Each session uses a mixture of see it, say it and then blend it. It teaches a progress on single sounds (p), digraphs (th) and trigraphs (air). This is taught through fun games, practise reading and writing a sound and then applying it to a word and sentence.

Children have a spelling test every Friday where they are tested on words that include the sounds they have been learning.

EYFS:

In EYFS, Reading is taught through a phonics based approach using Read, Write Inc. Set 1 sounds are taught through 20 minute daily sessions. Once the children are confident with the individual sounds they are taught how to break words up and blend sounds together. Following on from this Set 2 sounds are taught. Reading is also taught through 1-1 reading sessions every day. This is a 5 min session which is focused on their target. The targets ensure the children are taught to read using a variety of strategies based on the Searchlight model. In the continuous provision there are planned opportunities for children to practise and develop their skills. This may be captions/words that are project related or activities that use tricky words. Daily stories are also planned in so that children are seeing the adults read. This also allows for conversation around stories and how stories are structured which helps their early comprehension.

National assessments:

National assessments take place at the end of Key Stage One and Key Stage Two.

Writing is teacher assessed in both Key Stages.

Key Stage One Grammar, Punctuation and Spelling (Optional):

Paper 1 Spelling

Paper 2 Questions

Reading:

Paper 1 - combined answer and text

Paper 2 - separate answer sheet and texts

Phonics screening test

Key Stage Two Grammar, Punctuation and Spelling:

Paper 1 Questions

Paper 2 Spelling

English Reading

EYFS:

By the end of EYFS children are expected to:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

"ONCE YOU
LEARN TO
READ,
YOU WILL BE
FOREVER FREE"
Frederick Douglass

How does reading develop across the school?

How do practitioners have consistently high expectations, have a secure subject knowledge and why are pupils engaged?

Phase 1: Year One and Two

By the end of Phase One all children who met the expected standard are expected to:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words
- In age appropriate books the pupil can:
 - read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words
- sounds out most unfamiliar words accurately without undue hesitation
- In a familiar book that they can already read accurately and fluently, the pupil can:
 - check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Phase 2: Year Three and Four

By the end of Phase Two the pupil can:

- read common tricky words
- work out any unfamiliar words
- independently justify views about what has been read
- identify themes in a wide range of texts
- identify genres, language structures and features
- discuss words and phrases that capture a readers interest
- talk about the authors purpose
- discuss understanding and explain meaning of words in context.
- ask questions to improve understanding of a text
- can draw inferences from characters feelings, thoughts and motives for their actions
- predict what may happen from details and clues
- retrieve and record information from non-fiction texts
- know the difference between fact and opinion
- makes comparison between texts

Phase 3: Year Five and Six

By the end of Phase Three

The pupil can:

- read age appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader.
- make comparisons within and across books.

Assessment:

The accelerated reading programme is structured so children are reading books at the correct level. Class teachers have access to the data that is generated and can target children who are not reading regularly, finding it hard to access the quiz or are getting 100% and need to be challenged. This enables the correct level of support to be given right away, be this 1:1 with an adult to complete a quiz or a conversation with a parent to gain support from home.

Every 6 weeks all teachers enter attainment and progress data into our school system, Scholar Pack. From this groups of children who are off track are highlighted by the data leads and intervention is put in place. It also leads to a discussion about any trends that are evident across the school and how to close any gaps they may exist.

Yr 6 and Yr 2 focus on getting children ready for the National Sats tests and offer group sessions looking at particular questions, so they feel confident and able to be independent in a test situation.

Class teachers have an excellent knowledge of each child, the level they are reading at and how to make sure they make the right progress.

SDP Whole school picture/data:

Each phase is aware of the focus areas that relate to them in the SDP and which groups are targeted in each year group.

There are whole school themes that are monitored by core subject leaders.

The data is collated and analysed with specific issues brought to the attention of teachers in each phase

. This data is then used to inform our next steps as a school and we monitor these through SLT meetings, Phase learning walks and book reviews. This is a positive process and we look at what we are doing well as our points for development.



How do we know what impact our teaching has on reading standards?

How do we use assessment information to plan, identify individuals, know what they know and ensure they make progress?

Early Years assessment systems.

In EYFS reading is continually assessed through using their individual target cards. every session is focused around developing a specific skill for reading.

At the end of every half term children are assessed against the Development Matters. From this any child who is working below the expected levels or has made insufficient progress will be on a daily readers list for the next half term. Any children who are exceeding in their reading will start guided reading sessions. This is usually when they reach the light blue target card.

Intervention and targeted support Y1 - 6

When children are highlighted as off track there are a number of interventions that can be used to support accelerated progress.

Reading University is a daily intensive intervention focused on children who are considered to be "at-risk" of not meeting the expected standard. It is primarily aimed at 5 and 6 year olds. It involves a series of one-to-one lessons for 30mins a day with a specially trained teacher. It is aimed at finding what the child knows and what they need to learn next. So each session will look different for each child. The focus of each session is to understand messages in reading and construct messages in writing. It is a proposed 20week programme and children then leave the programme and have support in the class if necessary.

Precision Teach is a targeted 1:1 session 10-15 mins a day. It consists of a 1 minute assessment of word recall using the device of 'probes'. Children's progress is tracked daily with the use of a line graph and assessed over a period of 8 days. All children must be reviewed after 12 weeks.

In class support offers children specific resources to help them in class alongside adults to run small focused groups.

EYFS:

Children are identified at the end of each half term and put on a daily reading list for intensive 1:1 reagin for half a term

Pupil views:

"I love accelerated reader - it gives me something to do after I have read a book."

Tia Yr 6

"I have started to challenge myself, reading books higher up my ZPD range." Scarlet Yr 6

"I have read books I wouldn't normally read and found I really enjoy them. I am also reading more at home." Ebony Yr 2

Teacher views:

"We are trusted to get on and do what is right for our children." Mrs Mungles Yr2

"An important part of reading is sharing a good quality text." Mrs Pope Yr 2

"The new layout to teaching reading and daily quiet reading engages learners in all age ranges." Mrs Trow Yr 6

"With accelerated reader children are using the library confidently and challenging themselves. There is a much higher percentage of children regularly changing books." Sarah Crummay - library manager



What are the views of others?

Who do we engage with parents/ carers and the local community?

Governor views:

"Making reading a normal part of life, an adventure and fun". Prue Willday

Parent Views:

91% of parents felt their children were motivated by REAL projects.

75% of parents felt the children were motivated and inspired by the classrooms.

(from final outcomes)

"A fantastic project outcome! The children were so enthusiastic showing off their new skills and achievements."

"A fabulous hour seeing what the children have learnt and joining in with the dancing"

"A great idea, great setting, very impressive"

"Fantastic idea and a beautiful continuation of Pensans immersive learning - I am loving it!"

Community views:

"They really are engaged with the world" Chris visiting artist.

"It's inspiring, the enthusiasm of the children. This is grassroots reaction and it's fantastic." Penzance Mayor Derek Cliffe, Plastic Free conference

"The children were fantastic at the author event, really engaged and asked some thoughtful questions." Rachel owner of Edge of the World bookshop.

Date of Policy: Jan 2019 To be reviewed: Jan 2021

Headteacher:

Chair of Governors:

