

CASE STUDY OF EFFECTIVE PRACTICE – READING DURING COVID-19

NAME OF SCHOOL: AVONMORE PRIMARY SCHOOL

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THE CORE CURRICULUM	PERSONAL DEVELOPMENT
<p>KEY COMMENT</p> <ul style="list-style-type: none">- When we first video-d our phonics lessons, we focused on the white board and not the teacher. We were not initially able to move the camera shots between the whiteboard and the teacher to show also how phonemes should be pronounced. We are now using a different programme so that we can do this in our new recordings.	<p>KEY COMMENT</p> <ul style="list-style-type: none">- We know that our children who are new to the country may have spent most of their time at home speaking their own community language, without daily exposure to English. So, during lockdown, time was given to make practical small group and 1:1 resources, especially designed for these learners. We made resources such as Bingo, matching games, and word searches to help with pre-teaching, particularly vocabulary across a range of subjects, and particularly Science.
TEACHING AND LEARNING	SAFETY AND SAFEGUARDING
<p>KEY COMMENTS</p> <ul style="list-style-type: none">- In retrospect, we should have trained all parents how to use our key software apps, especially those for younger children, such as Reading Eggs. We particularly liked this app because it can show us (in school) progression when children use it at home.- We have adapted the writing and humanities curriculum for the coming year 20/21 so that foundation subjects- can have another level of impact on reading	<p>KEY COMMENT</p> <ul style="list-style-type: none">- Our on-line platform from the G Suite and Zoom has already been used safely and successfully.- We have taught live classes and we have also used the platform live to enable children (and families) to meet their new teacher from September, 2020.

FURTHER DETAILS FROM THE SCHOOL'S READING PLAN FOR SEPTEMBER, 2020 ONWARDS, AND WITH PARTICULAR ATTENTION PAID TO REMOVING THE LEARNING GAP CREATED BY COVID-19 RESTRICTIONS

KEY AREA ADDRESSED	COMMENT FROM THE SCHOOL
The school's content	Our school context is challenging, with 25% of our pupils experiencing SEND and 65% speaking English as an additional language. We are pleased that, before the end of the summer term 2020, we had 50% of most of our year group had returned for two days per week. We don't yet have the evidence, but we think it likely that some of our children will not have made progress in the curriculum. We are a small one-form entry school.
Online and blended learning	<p>We pre-recorded our phonics teaching sessions and then shared them online with pupils</p> <p>We communicated with children and families using tasks, newsletters, G Suite and Tapestry (for younger children).</p> <p>We like Tapestry because our teachers could share a book with the home learners in the twenty-minute timeslot available for this type of school/home online learning.</p> <p>We streamed pupils from Year 2 upwards and pupils then received two weekly recorded lessons on text types, strategies, etc.</p>
Assessment	We have thought hard about how to make the most of our assessments in the autumn term, as all our children return to school. We will assess reading attainment early to identify the next teaching steps. These early assessments will also be shared with SLT in early Pupil Progress meetings so that early on we can find the right strategies to accelerate progress for individuals and small groups of learners too. Before the summer break, we asked all our class teachers to make a summary of each child's achievements for the next teacher in the new academic year.

	<p>Overall, we have a robust programme of assessment that will feed into high quality teaching and interventions. We have already identified the likely needs in each year group (e.g. level of new EAL, etc) and form of teaching / intervention support that will be useful in reading.</p>
<p>Interventions and use of staff</p>	<p>We have a full intervention model in place for children from Year 2 – 6 for reading, writing and mathematics. We will have ten children in each group, working together on core subjects each morning.</p> <p>All our leaders are effective teachers, and teach interventions every day.</p> <p>All our year groups will have guided reading lessons twice a week (ratio 1:6) with at least two adult led sessions per week.</p> <p>We are also exploring now whether an accelerated reading programme will be useful to some of our pupils, and whether we can effectively use volunteer readers.</p>
<p>Curriculum coverage</p>	<p>We have adjusted some of the content of our foundation subjects to have more impact on reading.</p> <p>We know that we have a strong bank of literacy units across the school.</p> <p>We already use banded books in Year 2 and 3.</p> <p>We will support our new NQTs by planning reading for them.</p> <p>PSHE is being adjusted to include robust reading material, e.g. biographies. This is a whole school approach to teaching PSHE in this way.</p> <p>Each teacher will class read a classic novel in the autumn term – this has previously been a summer term activity.</p> <p>Planning will include icons on class ‘flips’ to show where reading is being developed in other subjects.</p>
<p>Future Blended Learning</p>	<p>The school is pleased to have so much pre-recorded on-line lessons that staff and pupils can easily access.</p> <p>Additional reading and vocabulary resources were handmade for particular cohorts / subjects during lockdown and can now be used flexibly.</p>

Minimizing the Gap in Reading – providing blended learning during the Spring and Summer terms 2020

What we did:

- **EYFS/KS 1 children sent home with 2 phonics and 2 picture books**
- **KS2 pupils sent home with 2/3 books selected by class teacher**
- **Weekly library system set up for exchange**
- **Reading Eggs accounts for progression in reading and to provide additional books at home**
- **Engaging reading tasks - newsletter, Google classroom, Tapestry**
- **Streaming children from Y2 upwards so they have the appropriate leveled literacy text books**
- **Two weekly recorded lessons: prior knowledge, text type, strategies, etc.**
- **Pre-recorded phonics sessions – revising phases.**

Reading actions – summer, summer break and autumn term 2020

Intervention (some examples from the school's comprehensive plan)	Who for
Summer 2 - Continue with Reading Eggs. TH to write letter to parents	All children
Summer 2 - Parent workshop on Zoom. – supporting reading at home. TH to deliver	All children across Y2-3
Summer 2 - 1:1 reading for pleasure. Focus on re-telling, summarizing, questioning, characters, inference, etc. with LC	All children attending
Summer 2 – Parents to collect enough decodable books (Class teacher / TA to check)	Sig. below children
Summer holidays – Continue with Reading Eggs	All children
Summer holidays – home learning text books (CGP)	Target children – e.g.P.P.
Summer holidays – Audible links to be shared with parents and children to have a follow up writing task (TH to come up with a list for different groups / year groups)	All children
Summer holidays – give a Give a limited book list for recommended reading for all children. Include any texts from missed Summer units (Class teachers generate lists)	All children
Summer holidays – Catch up First News videos from the Summer term (class teacher to identify who needs these).	Target children who have not accessed the videos
Autumn 1 – Phonics group with Y2 daily 9.00 – 9.30	
Autumn 1 – Guided reading with Y3 12.00 – 12.30 or afternoon	
Autumn 1 – 1:1 reading every week (volunteer readers, TAs L) TH to do overview of volunteer readers	Sig.below children

**Reading assessments on return – from September
2020**

We have planned assessments for each year group that are bespoke to each year group's needs:

- **RECEPTION: Use the EYFS baseline in the first six weeks, and trial new assessments for one third of the cohort**
- **YEAR 1: baseline, phonic assessment using tracker, CT to check bandings**
- **YEAR 2: phonic assessment Autumn 1, Phonic screening assessment Autumn 2 or Spring 1 depending on coverage. CT to check bandings – based on this, some children might take PiRA Autumn test.**
- **YEAR 3: lots of new children here who have not taken Y1 screening – so phonic screening for the majority. If they do not pass or do not take it, then check phonic assessment using tracker. CT to check bandings. Some children will take Summer 2 assessment by the end of week 3.**
- **YEAR 4, 5 AND 6 – next appropriate PiRA test.**

Pupil Progress Meetings to be held at the end of Autumn 1 and 2.

Curriculum Coverage

Preparing to enhance reading in the year ahead 2020 / 21

- **We have adapted the curriculum, by moving or editing planning, so that time is saved but key objectives, skills and knowledge in the subject areas are not missed.**
- **The reading curriculum has been given priority but adjusted by using different units, identifying and adjusting missing units and using units from the previous year.**
- **We have prioritized class readers so that key texts from last year are not missed.**
- **We have developed a reading base to PSHE across the school, whilst maintaining a balanced, broad and engaging curriculum**
- **We have purchased new reading materials to match our new needs from the COVID-19 situation. New PSHE texts have been bought, graphic novels, and abridged versions of key texts.**
- **We are using reading strategies in foundation subjects. We have adapted texts in science and other foundation subjects for their readability.**
- **We have created a bank of EAL/SEND resources in foundation subjects to support vocabulary development prior to class teaching of a unit of work etc.**