

CASE STUDY OF EFFECTIVE PRACTICE – READING PRACTICES DURING COVID-19

NAME OF SCHOOL: Good Shepherd RC Primary

READING CONTACT: Tracey Henbrey, EYFS Coordinator

THE CORE CURRICULUM	PERSONAL DEVELOPMENT
<p>KEY COMMENT</p> <ul style="list-style-type: none">- We have been able to build further phonic learning on in Reception, regardless of whether children were at home or at school, because we have a rigorous phonics system with assessment practices that show clearly and regularly who is succeeding with early reading, and who needs further support.	<p>KEY COMMENT</p> <ul style="list-style-type: none">- When we knew that EAL children were working at home and not speaking or reading English, we were able to design a special programme that supported their reading and language needs through real time 1:1 remote learning
TEACHING AND LEARNING	SAFETY AND SAFEGUARDING
<p>KEY COMMENT</p> <ul style="list-style-type: none">- We knew that we needed to offer further training to parents if we wanted young children to read with fluency and understanding. We provided parents with on-line training to help them with early shared reading at home. We also checked online reading resources so that they identified to parents how to share a high quality text with children.	<p>KEY COMMENT</p> <ul style="list-style-type: none">- We were able to use the positive relationships we have developed with our parents (present and past) and the local community to build a sufficient stocks of books. We have then been able to distribute these, so that children have enough books at home, without worrying about their return.

FURTHER DETAILS ABOUT THE SCHOOL'S ADAPTED READING PROGRAMME

Area highlighted or key issue:	Comment and response from the school
Providing children with enough reading materials when they are home learning	<p>We dealt with this by collecting and safely distributing books to children.</p> <p>We took books to families in the first instance, and then encouraged them to come into school to change their books. They could either keep the previous books, or return them. As the books were from our disposable, donated stock, we were happy for children to choose to keep the books.</p>
Ensuring that children have a rigorous reading programme when they are working at home.	<p>We mirrored the school day during lockdown and when children have continued to work at home.</p> <p>We provided families with a visual timetable to support children's on-task learning behaviours when they were engaged in day to day learning.</p>
Continuing to develop high quality phonics	<p>We adapted the phonics programme during lockdown to ensure that we continued to build on children's learning.</p> <p>We were able to do this because we had a robust assessment system for phonics already in place. We knew who we had to target because of disadvantage, etc.</p>

Matching phonic-decodable reading books to children's phonic level	<p>This was an important part of our strategy to continue to develop early reading when children were at home. It included:</p> <ul style="list-style-type: none"> • One weekly reading book at the appropriate level for decoding (with the expectation that children would read daily) • Extending decoding into reading fluency by ensuring that parents supported children's move from decoding to reading fluency by providing additional information to support parents.
Developing children's knowledge of the reading event through the use of high quality reading materials	We did not recommend on-line reading without checking out the materials and the way in which the reader read the book. We chose only you tube clips where the book was visible, and the readers were from diverse ethnicities, etc.
Communicating effectively with parents to further support children's learning	We emailed parents every day when children were at home. Children were regularly spoken with on the telephone. We asked for, and received, examples of what children were doing at home. We can use this information as soft data in our assessments.
Supporting the language development and reading development of EAL pupils	<p>The school found that a high majority of EAL pupils did not return to school. These pupils have received direct reading / language support using Google Meet.</p> <p>This type of real time learning has been suitable for this group of learners because the EAL teacher has also been working from home, and could easily support in this way. She also received support from the SENCO in planning the programme.</p>

<p>Reading practices for children who have returned to school</p>	<p>We have prioritized early reading by:</p> <ul style="list-style-type: none"> • Mixed ability groupings with daily reading • 1:1 additional support in reading for identified disadvantaged children <p>We have developed reading stamina by:</p> <ul style="list-style-type: none"> • Continuing with guided reading, using short books (phonics) with early readers, and chapter books with older readers. • Year 6 book club has now resumed.
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Good Shepherd's own COVID-19 response – using key questions to describe effective practice

Reading Framework: Covid 19 – Key questions - Personal Development – EY and KS1

Do you have any children who do not own books at home? How are you supporting these children?

We knew from an initial survey that access to tablets and PCs would present a problem for the majority of our families who on the whole have two or three young children and the needed to use any devices that they might have had to work from home. To minimise the impact of the lack of books in some homes we contacted former parent networks and governors and put out a call for donations of children's fiction and non-fiction books.



We received enough to ensure all children had a book at their reading and interest level for every week they were at home during lockdown. These were included in their pack and hand delivered to every home. Children were told they could keep them or return them to school to be coded up for our library. Three-weeks later when the second packs were due, parents were encouraged to bring their children with them to collect their packs at a set time. They met their teacher for a socially distanced conversations with them about their reading and given a choice of books to take home. Any parents who couldn't come where visited.

Do you have any strategies for developing a love of reading during lockdown that you would be happy to share?

Reception and KS1 parent were given a suggested visual timetable that tried to mirror our class timetables with particular emphasis on:

- 1) learning to read;**
 - 2) having the chance to read books aloud to an adult within the child's range and**
 - 3) reading high quality picture books daily and exploring them from every angle...**
- In** recognition of the centrality of this to cognitive development, logical thought, confidence, language, composition and pleasure.

1. LEARNING TO READ



The basis code is taught in Jolly Phonics in the autumn term and alternatives introduced in the spring term. All children in Reception and Year 1 have their phonics tested half-termly and results uploaded to the English Hub Portal so we know who the vulnerable 20% of readers are and understand their areas for improvement: usually they are not 100% secure with the vowel digraphs and alternatives and/or they are managing to segment but not blend. In our school vulnerability in reading is exacerbated by being summer-born, having parents at home for whom English is a second language, having an EHC plan or poor school attendance.

A daily programme of phonics was devised, covering a different aspect each day:

Monday: Speedy sound revision and CVC word reading

Tuesday: Vowel digraphs and alternative spellings;

Wednesday: handwriting;

Thursday: tricky words and

Friday: writing words and sentences.

Activities or worksheets from the Jolly Phonics website and other school-made resources were provided in the packs relating to each of these along with Jolly Phonics sound cards, tricky words, phonically decodable and levelled wordlists and links to our annual phonics workshop and Jolly Phonics sounds video. A Parent Mail was sent every evening to give parents a straightforward explanation as to how to introduce each task and how to support or extend their child.

2. READING DECODABLE BOOKS AT THE CHILDREN'S LEVEL



Three levelled phonically decodable reading books were included in every three-week pack and parents advised to read the same book daily for one week to allow the child to move from decoding words and sentences to reading fluently and with expression. A video was shared to demonstrate to parents how to get the most from their reading sessions through paired reading.

<https://www.youtube.com/watch?v=rR8LWdDEZkY>

3. READING HIGH QUALITY PICTURE BOOKS AND EXPLORING THEM FROM EVERY ANGLE



Armed with the Pie Corbett reading spine that we would normally use throughout the school for Talk for Writing, I went through you tube to find the best readings of these classic, children's must reads, looking for male and female readers and readers of different ethnicities. I ensured that the text was visible in all the readings so children could follow the words as well as the pictures, and begin to read it for themselves, for example Reception's Spring 2 topic is 'Down on the Farm'; a link was sent two brilliant readings of first, 'Farmer Duck' and then 'Rosie's Walk'.

Activities were set relating to each picture book that explored text, language and the power of the pictures in telling the story; children were given short, simple, daily tasks related to character, setting and the sequence of events and invited to explore aspects of our world from understanding our emotions and everyday experiences to going on imaginative adventures, with the aim of building early comprehension skills, immersing children in a vocabulary-rich environment and giving them the opportunity and desire to read continuous text.

The return to school for Reception and other year groups

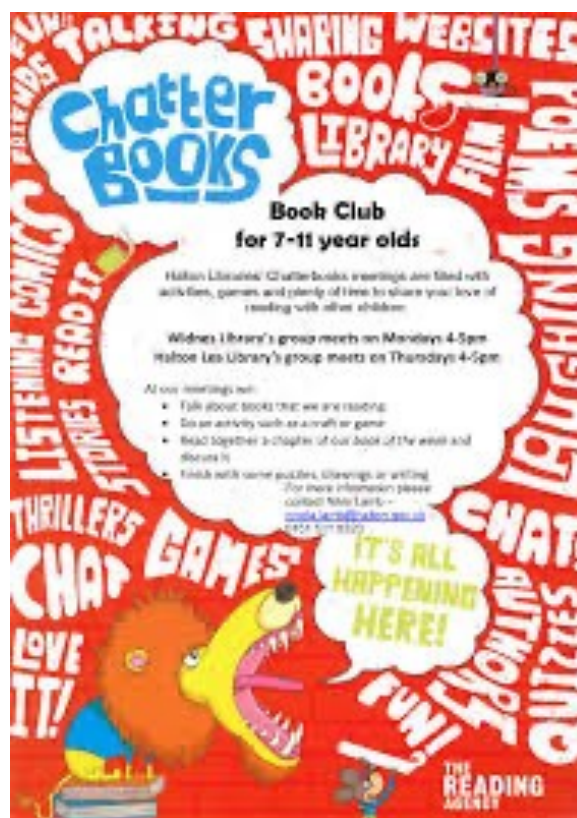
When Reception returned, 17 out of 30 came back including four out of six of our most vulnerable readers. Now all but one of them are back. Children have been grouped into three mixed ability bubbles of 6-8 pupils. Each child has been heard read daily and vulnerable readers have received additional targeted 1:1 support.

Building stamina for text – getting children back to reading whole books

Guided reading has taken place once a week within each bubble in EVERY YEAR group from reception through to year 6, using short stories focusing on a particular phonic sound in Reception to picking up where guided reading left off in KS2 classes - chapter by chapter - from our Pie Corbett reading spine texts: (e.g. The Wreck of the Zanzibar in Year 4, Tom's Midnight Garden in Year 5, ...). Here is the Year 3 class who were desperate to get back to reading Iron Man, especially now that they had an iron man of their own made by the key worker group during lockdown!



Teachers have reported a high level of engagement and enthusiasm with regards this and book discussion amongst all children. In addition, in year 6, where most children are back, our parent-run year 6 lunchtime book club has resumed with physical distancing.



Reading for pleasure and children with English as an additional language

Data analysis of children who have not returned to school, either in the invited year groups (Reception, Years 1&6) or the keeping in touch sessions (Years 2,3,4 and 5) found that a significantly high percentage of these children were EAL.

The EAL teacher with the SENCO has established a virtual book sharing/speaking and listening platform for these children.



The EAL teacher meets with identified children, primarily in R/1&2, individually via google meet, visual and audio books are shared and read through with the child.

These lessons are recorded for safeguarding purposes, and also to allow the parent to review/revise the learning with their child over the week.

One of lots of emails school received which confirmed to us early on that we were largely on the right track!

Dear Mrs Henbrey,

Thank you so much for your lovely daily emails over the last two weeks, filled with great activities that we have really enjoyed.

Leo has definitely missed being at school with you, Leanne and his friends but has been trying really hard with his learning at home. Thank you so much for everything that you have done with him this year, I can see he has made so much progress in Reading, Writing and Maths.

I am trying not to overdo it with him or push him too hard; short sessions clearly work best for him so we will try to keep a regular routine of this going. Trying to sneak in lots of gross and fine motor activities though to help with the letter formation/coordination!

Thank you also for your support and nurturing words. Last night Leo and I did have to have a big cuddle as he has clearly taken a lot in and is feeling anxious about the situation but our daily prayers and being able to speak to family and friends is helping him to feel safe.

We hope you have an enjoyable Easter break and stay happy and healthy. Thank you again for everything.

Love from Leo and family xx