



## How do we prioritise reading at Lawn Primary School?

All teaching staff (teachers and teaching assistants) from EYFS2 to Year 6 have completed the six modules of Synthetic Systematic Phonics (SSP) CPD through the Little Wandle Letters and Sounds Revised programme. This website has a wealth of go-to CPD through their 'How-to' videos so that those teaching SSP can regularly keep their pedagogy up-to-date and show fidelity to the scheme. This also means that all teachers of reading know and can use the foundations of phonics to decode those thousands and thousands of (as yet) unknown, unfamiliar words that children will inevitably come across until they can read with automaticity (rapid word recognition without conscious decoding). *See the [Phonics section of our website for more information:](https://www.lawn.derby.sch.uk/phonics/)* <https://www.lawn.derby.sch.uk/phonics/>

Each of our classrooms has a reading area which is inviting and engaging, with texts displayed by genre in order to promote a love of reading. Teachers are encouraged to develop their own library areas and include items which they feel suit their current cohort of children. In EYFS and Year One, these areas are included as part of continuous provision or enhanced provision planning and have story-telling resources for children to engage with stories through role-play.

As part of the planning process for each half term's topic, teachers 'order' content-related texts (fiction and non-fiction) from the Education Library Service, Nottingham – these books are then displayed in each classroom to be accessed by the children in order for them to broaden their understanding of the programme of study within our Global Citizenship Curriculum.

As can be seen on our Year Group half-termly curriculum overviews, our teaching and learning is driven by primary texts linked to our topics: <https://lawn-primary-school-derby.secure-primariesite.net/year-groups/> Generally, these form the basis of our whole-class reading sessions, creating a synergy between knowledge gained through reading and that gained within our topic lessons. It is our firm belief that this depth of knowledge fuels high-quality writing. Our primary texts are supplemented by secondary texts, which provide a wider breadth of knowledge thereby helping to support children's understanding of their primary text. For example, if using the fictional story 'Anglo-Saxon Boy' as their primary text, a Year 4 class might use a non-fiction text within their whole class reading sessions to support their contextual understanding of what is happening in the story. All of the texts we use have been carefully researched by Lawn's Curriculum Lead and English Lead to ensure they inspire our young writers (who are given two writing purposes each half term) through developing a love for books and reading. In English lessons from Year 2 to Year 6, time is split between Whole-Class Reading (WCR) and Writing. In our WCR



lessons, we learn how to use our VIPERS skills (Literacy Shed) using topic and writing-linked texts. In EYFS 2 and Year 1, group reading forms part of the Little Wandle Letters and Sounds Revised programme that we adopted in October 2021. Books are matched to the children's phonological awareness and are practised in 3 times weekly sessions, focusing on decoding, prosody and comprehension.

Pupils who are learning to read in EYFS2 and Year One take home two books each week: their phonetically decodable book linked to their learning of phonics with the Little Wandle programme and also a 'reading for pleasure' book that could be from their classroom reading area or our school library. Their Little Wandle book is for them to practise their learning in class at home with their family and the 'reading for pleasure' book is for our families to read to and share with their children. From Year Two through to Year Six, children also have two books but rather than their book to read to an adult being linked to any phonics, these are banded books.

Drop Everything and Read (DEAR) is a well-loved and protected part of our daily timetable at Lawn across all year groups. This is fifteen minutes of reading time (books, comics, online texts, etc) that we all enjoy, usually straight after lunchtime. On Fridays, we really look forward to DEAR With Another Year. This is where our classes mix, with older children pairing up with younger children and taking turns to read to each other.

World Book Day at Lawn has the greatest priority of promoting reading for pleasure. Yes, children and adults are invited to dress up if they wish, but this is something that is incidental to the overarching purpose of the day. Each teacher plans an activity based on a book and children start the day off with their own teacher, exploring their book and activity. They then take their 'Book-Tasting Menu' to another three classes across the day, so that by the end of the day they've 'tasted' four books / stories / poems in total. This year, we chose the Children's Laureate, Joseph Coelho, as our focus author and his poetry proved to be incredibly popular all across the school. He even sent Lawn Primary School his best wishes for the day via Twitter! *Find out more about this great event by visiting the News section of the English page of our website: <https://lawn-primary-school-derby.secure-primariesite.net/news/>*