



Remote Learning: Review and amendments to Reading during National lockdown 3

Spring 1 2021

Reading for Enjoyment is a high priority at Little Heaton C of E Primary. We aim to provide our children with the skills and abilities to become fluent readers, reading a wide range of genres and text types with fluency, confidence, accuracy and understanding.

We have continued to work in determinedly and in collaboration with each other and our families, to ensure all of our children throughout the school have continued this love for reading even throughout the national lockdown. Using robust Teacher assessments against national curriculum expectations and our knowledge of how our children learn best, alongside the ways adult support can best facilitate children's continued progress and love of reading in these unusual times in education. Listed below is the list of all the different activities, interventions and sessions that have been running throughout this period of national lockdown 3 (Spring 2021) and wider school closures.

EYFS and KS1:

*On a fortnightly basis each child in KS1 and EYFS have been sent home (pick up from the office or home drop off by staff) 4 reading books. These books have been from the Story Street series and linked to the children's individual abilities.

*They have had a RWI book (Read Write Inc- our phonics scheme for teaching early reading) linked to their colour RWI group at school and a picture book. This enables the children to continue to apply the fluency of their phonics skills against the phonics they are being taught / have learnt at home. (As they would in a school's fully open way).

*RWI links to the Ruth Miskin RWI You Tube channel sent out daily via the children's email. These have been linked to the children's level of ability in school. This enables all children at home to continue with their phonics learning using the school's consistent teaching and learning approach to this.

*RWI has continued to be taught daily (on site) and remotely through the live sessions throughout reception and KS1. 1:1 sessions in RWI have also been taught remotely to provide extra support in phonic knowledge for children who needed this additional 'catch up support' as part of our recovery plan but also, where we have used assessment each week and identified some children's fluency skills would benefit from this additional session.

*1:1 reading has been done with all children in Year 1 and Year 2 children remotely. Staff have been calling those children at home to read and have been timetabled a 1:1 slot. Laptops have been set up in class with headphones to listen to the children read in school. Allowing children's fluency of reading to continue, questioning for understanding as well as continue a love for reading and pleasure.

*A reading for enjoyment session for Reception and KS1 has been timetabled every afternoon for the children to join in through Teams to listen to their teachers read a different book daily.



Remote Learning: Review and amendments to Reading during National lockdown 3 spring 1 2021 continued:

KS2:

- An agreed format for guided reading has been used throughout KS2. This still utilises our KS2 approach to the teaching of reading- RAMP- Read and Modelled Practise- but utilises this structure in a format for remote learning. The children have continued to use their class novel for guided reading, alongside focused tasks linked to age related expectations, at home and in school to ensure that the continuity of skills and objectives have been taught.
- All children in KS2 have been given the opportunity to borrow library books from the school. These have been left for collection each week in the main entrance and school office.
- 1:1 Readers in Year 3 and Year 4 have taken place daily. This has been done remotely and children have been equipped with headphones if working in class or timetabled with a time slot for a 1:1 call. This has focused on fluency and comprehension skills alongside continue to share a love of reading.
- Class reading of the class novel has taken place daily throughout the whole of key stage 2. The children have listened to teachers continue to read their class novel through Teams and then joined in with discussions linked to predictions, clarifying word meaning and discussions as to our views and enjoyment of the text.
- Small group comprehension activities have taken place for children throughout KS2. These have been taught remotely. They have been carefully planned to teach gaps in children's learning and provide them with directed time to help develop understanding.

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Whole School:

*All children in the school have been registered with the online reading club Epic! Each child has been issued with a password and their own log in code to access the wide range of reading books both at home and in school. Books from the site have been used with the children through shared reading sessions and in English lessons.

*All children have continued to use Talk 4 Writing in English and all lessons taught have closely linked to the high quality texts used in the programme.

* Guided Reading sessions, comprehension and retelling through story mapping and drama have continued via Teams for both children in school and at home. The children have had access to the class text and children at home have been given the choice to pick up from school if required.

*A weekly whole school reading session has been taking place every Thursday afternoon for all children in the school to attend and listen to the staff at Little Heaton read their favourite stories.

*Focused reading activities set in 'If bags' our paper based packs and GCP age linked text books- have also been widely used by families working remotely.