



Reading Implementation

At Witheridge Primary Academy, we believe that reading is a thread which runs through the core of our curriculum. Therefore, the teaching and learning of reading should not be seen just through discrete reading sessions, but across our curriculum as a whole. Our Curriculum Progression documents for reading set out where we might expect to see reading skills being taught, used and applied in a range of context throughout the school day.

However, we also recognise that the specific teaching of reading skills is fundamental to ensuring that all children make progress and achieve their potential. We have set out the expectations for delivery of our Reading Curriculum within each class below.





Class One (EYFS)

EYFS (including Preschool and Reception) children follow the Read, Write, Inc programme to deliver a structured and systematic delivery of phonics.

- YR taught all of Set 1; then possibly split into 2 groups by phonic ability.
- All children working on phonics are grouped by current phonic knowledge - input is on Set 1. Set 2. Set 3. sounds based on most recent assessment data
- Half termly assessment (or more frequently as required following children's progress) using assessment materials from the RWI programme
- Assessment used to inform reading and phonics groupings.

RWI is taught through:

- A structured phonics session every morning
- Learning to recognise and write each day's new sound
- Blending to read words which contain the day's new sound
- Segmenting to spell words which contain the day's new sound
- As the children progress, they have a guided/group reading session each day when the teacher listens to all children reading.
- Children take home a reading book linked to their phonics learning, a book from a reading scheme to share, and a picture book to read for pleasure.

Children also access phonics activities through continuous provision challenges and in their play.

Story time (read by the teacher) takes place at least once a day.

Reading Records track reading at home, and encourage home learning.





Class Two (KS1)

Reading in Class 2 builds on the strong foundation from EYFS and is taught through:

- Daily RWI phonics sessions in several ability groups.
- Reading sessions in several ability groups.
 - RWI program used for children in Year 1 and LA year 2.
 - Children who have progressed onto AR scheme have a rich reading input, including teacher-led reading sessions, independent reading activities and comprehension based tasks throughout the week to further develop fluency and to ensure they are prepared for Key Stage Two.
- Daily shared whole class stories and discussion of stories.
- Weekly 1:1 reading - every child is listened to by an adult in the class a minimum of once a week.
- Children have access to phonics games/challenges throughout the week as part of their independent learning time.
- Children are encouraged to read at home via reading records and rewards linked to the amount of times they read per week.
- Reading records are checked daily and children who have not had the opportunity to read at home will then read on a 1:1 basis with an adult.
- Children take home a reading book linked to their phonics as well as additional texts to read for pleasure.
- Once children have moved beyond the RWI programme for reading, they are moved to the Accelerated Reader (AR) scheme. Parents are informed and offered more information about the scheme from Class Teacher at the point of the child moving to AR.





- Whole class reading for pleasure is encouraged through daily 'ERIC' session (Everybody Reading In Class). Children choose a picture book (often with text) from the book corner
- Children are encouraged to read throughout the day during all timetabled lessons.

Preparation for the Phonics screening check:

- Spring Term - mock test 1 - using old test papers for all Y1 and Y2 (who did not pass phonics screening in Y1)
- Practise skills needed for the test specifically - sound buttons, underlining special friends - within differentiated phonics session.
- Mock test 2 - identify individual children's gaps - inform input and intervention needed to prepare children for test.

Intervention

- In cases where children are not making rapid progress, advice is sought from Kate Taylor (SENDCO).
- Phonics intervention is put in place for children in Year 1 who are not making enough progress from their starting place.
- Regular and intense phonics intervention is put in place for children in Year 2 who did not pass the phonics screening check in Year 1.





Classes Three and Four (KS2)

In the upper part of the school, we employ a number of strategies to ensure children's progress in reading is continued and, where necessary, accelerated.

These include:

- Daily timetabled reading sessions (either individual, shared or whole class)
- All children are on Accelerated Reader (once they have developed sufficient fluency and understanding; where necessary Book Band Books, repeated reading and intervention are quickly put in place so children develop sufficient fluency and understanding)
- Daily Whole Class reading sessions - using the class texts and a broad and balanced range of texts from our Reading Spines
- Whole Class text (often linked to Curriculum Maestro Topic and may inspire writing outcomes)
- Precision teaching of reading

We seek opportunities across the curriculum for children to practise and refine their reading skills. For example:

- Using reading skills to research topic areas
- Reading aloud at school performances and productions
- Completing reading records and home learning tasks

Reading Records are monitored weekly, with class competitions held in each class rewarding the best records.

Accelerated Reader

Accelerated Reader is used to ensure that children are reading books for pleasure which are within their zone of proximal development. It is also used to





track the number of books which children are reading, and their level of understanding of the books which they have read. Where children are failing to read enough, show limited understanding of the texts they have read, or are not making the expected progress in their STAR Reader Assessments, we are able to identify this quickly and take timely action to address any arising concerns.

Whole Class Reading

Reading teaching is delivered through Whole Class reading sessions. Throughout Key Stage Two, children will have at least one hour of whole class reading based around the class shared text each week. This will be supplemented by up to three shorter sessions of while class reading in which children read and examine extracts from a wide range of texts. Within these sessions, teaching focuses on specific reading skills, including:

- fluency
- vocabulary
- inference
- prediction
- explaining author intent
- retrieval
- sequencing and summarising

Intervention and Extension

In cases where children are working below the expected standard, have an identified learning need in reading, or are failing to progress at the expected rate, intervention strategies are put in place to accelerate progress and close any gaps in attainment. These strategies might include:

- Weekly spelling and reading diaries
- Repeated reading using audio recordings alongside texts
- Flashcard work to develop sight recognition
- Reading based games such as TRUGs

Children who are working at Greater Depth are given the opportunity to develop and further explore their reading skills and understanding through Dive Deeper challenges within the Whole Class reading session.





Within the Wider School and Community Context

We believe that a love of reading is key to developing great learners in our school. Therefore, we place a great deal of importance in promoting reading, especially reading for pleasure, within the wider school and community context.

Some of the strategies we have in place are:

- Running Scholastic Book Fairs, Read For Your School, Readathon and other initiatives to raise money for new books, and to ensure our book stock is up to date and inspiring for our children
- Children in Class 4, led by a head librarian (Y6), take responsibility for organising and tidying the school library, recommending favourite books to their peers
- The Mobile Library service visits the school every three weeks, and all KS1 and KS2 children have the opportunity to borrow books
- House Group Reading sessions (where older children share a reading book with younger children, often the phonics book the younger child is practising)

This year we will also be:

- Taking part in the National Literacy Trust survey to give us more detailed feedback on children's views and experiences of reading in school.

