



## Reading Implementation

At Witheridge C of E 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.





## 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 or 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 an adult listens to all children reading.
- Children take home a reading book linked to their phonics learning and a picture book to read with an adult at home.

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.





## KS1 (Class 1 and Class 2)

Reading in Class 1 and Class 2 builds on the strong foundation from EYFS and is taught through:

- Daily RWI phonics sessions in several ability groups.
- 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.
- Children who have progressed beyond RWI and onto the AR scheme choose books selected to their developing reading ability
- Whole Class Reading sessions using FREDs Teaching Resources
- Daily shared whole class stories
- Reading records and rewards keep track of children's reading at home
- 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/AR level as well as an additional text to share with an adult
- Whole class reading for pleasure is encouraged through daily 'ERIC' session (Everybody Reading In Class).

## 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 working below age related expectations, or not making rapid progress, timely and effective phonics intervention is put in place with urgency





## 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:

- All children are on Accelerated Reader to support book choices matched to developing reading ability
- 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)
- Reading records and rewards keep track of children's reading at home

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

## 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 four 30 minute sessions of reading each week. 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 with urgency to accelerate progress and close any gaps in attainment. These strategies might include:

- RWI Catch-Up programme
- Repeated reading using audio recordings alongside texts
- Flashcard work to develop sight recognition of words
- 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
- 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.

