

Winslow Church of England School Statement of Intent for Reading



Vision

At Winslow CE School, our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Our approach to the teaching of reading embodies our school vision through a high quality, rigorous reading curriculum, where pupils are encouraged and supported to let their light shine.

Intent

At Winslow CE School, we strive to foster a life-long love of language, literature and communication in our pupils, so they leave us with a strong command of both the spoken and written word, underpinned by a passion for and appreciation of a wide variety of texts. When our children leave Winslow, we expect them to be avid readers. We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion.

Our curriculum is underpinned by the aims of the National Curriculum for English 2014 to enable all children to:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our reading progression document outlines how the National Curriculum overarches our reading curriculum at Winslow CE School. We ensure purposeful links are made across our curriculum to establish meaningful learning, which ensures clear progression of knowledge and skills between year groups and key stages, and to make learning relevant and exciting.

Implementation

Early Reading and Phonics

At Winslow CE School, we teach reading in EYFS and KS1 through *Little Wandle Letters and Sounds Revised*, which is a systematic, synthetic phonics programme. We begin teaching phonics in the first few weeks of Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
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Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up Sessions

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Reading Practice Sessions

In Reception and KS1, children are taught how to read in three reading practice sessions. Children are grouped by their secure phonics knowledge and they read carefully matched, decodable books with a fully trained adult. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions focus on three key reading skills:

- Decoding
- Prosody: teaching children to read with understanding and expression.
- Comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. The decodable reading practice book is taken home to ensure success is shared with the family. Reading for pleasure books also go home for parents to share and read to children.

Ensuring consistency and pace of progress

Each teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Weekly content grids map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.

The Reading Leader uses the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Book Talk (based on Jane Considine's 'Hooked on Books' approach)

Across the school, children develop their reading skills and knowledge through Book Talk sessions. These sessions focus on whole-class comprehension through a targeted group approach. The Reading Rainbow is used to target reading competencies and develops children's understanding.

Accelerated Reader

Children in Years 2-6 use Accelerated Reader to demonstrate their independent reading practice. Children will select a book to read and then complete a short quiz on what they have read. Teachers are able to gain clear insight into pupil's reading ages, monitor progress and set personalised reading goals.

Rapid Catch-Up

The Little Wandle Rapid Catch-Up programme is implemented in Years 2-6 for any child who cannot read at age-related expectations. These children are assessed using the Rapid Catch-up phonics assessment to determine the gaps in their knowledge. They require urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly.

This quote from the Reading framework (2021) makes it clear why this is so important: *'After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.'*

Reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully from our reading spine and recommended year group book lists as we want children to experience a wide range of books, including books that reflect the children at Winslow CE School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery and Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the library each week.
- Throughout the year, we have a wide range of RfP initiatives, which we run, including: Sleepover Book Buddy bags, which enable children to take home a selection of books and a teddy to read to. We also have regular reading themed competitions.

Impact

Assessment

Assessment is used to monitor children's progress and identify where children will need additional support.

In reception and KS1 we use formative assessment daily in class to identify children who require keep-up support in phonics or further support during the reading practice sessions. We also use formative assessment in weekly review phonics sessions to assess gaps in knowledge and understanding to ensure GPCs, words, reading and spelling are secure.

Summative assessment is completed by the reading lead with children in reception and KS1 every six weeks to assess progress and identify gaps in their learning. This allows for a rigorous keep-up plan to be created and monitored to ensure these children secure their phonics knowledge and keep up with the pace of teaching. In KS2 Rapid Catch-Up assessments are completed by any child not working at ARE to address gaps in their phonics knowledge.

In Year 2 and KS2, children on Accelerated Reader will complete Star Tests each term to determine their reading age and so progress can be monitored. Children are set termly targets linked to their current reading age and ability, they then have access to appropriately matched reading books. Children's targets are monitored closely and celebrated through our sunflower award.

The lowest 20% readers are closely monitored and analysed across the school. Pupil voice, assessment data and other reading information is gathered and tracked to ensure a complete and accurate picture of children's reading.

Children in Year 1 are required to sit the Phonics Screening Check. Any child who does not pass the PSC will resit the assessment in Year 2. These assessments will be completed by the Reading Leader.