



## **Woodfield Primary: Reading 2023-24**

### **Intent**

At Woodfield Primary, we place a huge emphasis on the power that words hold: be that orally, in print or communicated through writing. Providing our children with the opportunity to develop a love for reading underpins much of our curriculum. By engaging with a wealth of genres and texts, all children develop a breadth of experience that helps them to become well-read individuals, who can use these experiences to prepare them for a life-long relationship with the subject that underpins not only education but our society too. Our learners explore and develop an interest in reading and become equipped at evaluating their likes and dislikes, taking their love of reading further. Book talk is invaluable and learners are given time to discuss what they have read to enable them to fully appreciate and comprehend what they read. Our teachers expertly support the children to become fluent readers, who comprehend what they read. They enthuse learners to become readers for themselves and allow children to sit back and be taken to other worlds when engaging with inspiring texts. Through reading a range of carefully-selected texts, exploring texts from a range of authors and reading texts written by authors from all walks of life, pupils will gain 'cultural capital' that is necessary to become educated citizens and to succeed in all areas of the curriculum and in life beyond school. At Woodfield Primary, we understand that reading brings to life worlds that our pupils may not have visited, ensures pupils encounter vocabulary that they may not have heard before and lead to pupils developing their inquisitive minds and broaden their experiences and knowledge of the world around them. We are passionate about bringing this to life through daily story time and whole school reading events. At Woodfield Primary, we ensure that pupils are taught the relevant content from the National Curriculum. We plan lessons that allow pupils to engage with a text and develop their fluency and comprehension of what they read. The aims of teaching reading, as outlined in the National Curriculum, are to ensure that all pupils:

- 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
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

### **Implementation**

At Woodfield Primary, we believe that all children can be successful in reading. In order to achieve this, our expectation is that through quality first teaching, all our children will successfully access the learning. Pupils start their reading journey by being taught phonics

using the synthetic phonics programme, ReadWriteInc (RWI). By delivering the RWI Phonics programme, pupils will be taught the phonics sounds that are detailed in the National Curriculum. The aim of this programme is to ensure pupils secure their phonic knowledge to become a fluent, confident reader. Crucially, they read lively storybooks and non-fiction books daily, with words they can decode, so they achieve early success in reading. In EYFS, pupils take part in a baseline assessment. Following this, pupils take part in learning all sounds in Set 1 and learn how to effectively segment and blend using these sounds during Word Time sessions. Pupils apply this skill by reading books that contain CVC words and some high frequency words. This is developed across their time in EYFS. Pupils will be taught the sounds in Set 2 and will continue to apply their developing knowledge, leading to reading RWI Green and Purple Books. Across Year 1, pupils will take part in daily RWI sessions. Pupils will consolidate their understanding of set 1 and 2 sounds and also learn sounds in set 3. Across Year 1, pupils will progress through the RWI levels aiming to be reading RWI Blue books by the end of Year 1. This will ensure pupils are reading at a level that will allow pupils to begin to read across the curriculum as they move into Year 2. During year 2, pupils will move from a synthetic phonics programme to whole class guided reading sessions that use texts linked to benchmark levels. In Years 2, 3 and 4, pupils who are not yet secure in phonics, will continue to take part in RWI phonics sessions. We expect the vast majority of pupils to move through the programmes of study at broadly the same pace. However, for children who lack fluency, have phonics gaps, or lack comprehension, we provide opportunities to consolidate their understanding through carefully planned interventions or small, bespoke group work linked to a particular need. At Woodfield Primary, RWI Phonics are used to support those that have a phonics need and the FRED's reading intervention is used to support pupil's fluency and comprehension alongside daily reading with an adult. In addition, reluctant readers in UKS2 take part in the Premier League Reading Stars intervention to motivate and inspire a love for reading for pleasure.

### **Implementation**

Once children are able to decode effectively, we use echo, shared and choral reading to explicitly teach fluency. This helps us to teach the key reading comprehension skills of Vocabulary, Inference, Predictions, Explaining, Retrieval and Sequencing (KS1)/Summarising (KS2). Teachers use the Woodfield Primary Progression of Skills document to support planning. This ensures that all objectives from the National Curriculum are taught across the year. Across a half term, staff follow a rolling programme of Fiction/Non-Fiction/Poetry to ensure pupils access a variety of texts. Each week, staff cover the VIPERS skills (not prediction when Non-Fiction focus). Short term planning will be in the form of flipcharts using our standardised proforma. To ensure pupils tackle questions with increasing skill, an agreed set of 'Steps to Success' are used in all reading lessons in years 2 to 6. These steps will be modelled in the "Watch Me, Help Me, Show Me" elements of lessons. To support pupils in understanding how to answer questions, "Top Tips" are shared with pupils that will aim to support pupils in answering a variety of questions. Pupils are provided with a range of questions that link to a focus skill. Periodically, pupils are given a selection of questions that relate to all skills to practise applying their reading comprehension skills. There will always be a scaffolded set of questions which encourage all to access the lesson as well as a 'deepening' challenge to provide further challenge to those who would need it. At Woodfield Primary, we aim for children to become skilled, fluent readers that then read for pleasure. The

teaching of phonics and reading will support pupils in achieving this. To enhance this teaching and provide real-life experiences of reading, regular reading events happen across the school year. Authors are invited into school-via in-person and virtual means- to share their stories and experiences of reading. Other events, such as World Book Day, are used to promote reading for pleasure. In EYFS, Bedtime Stories is an annual event that aims to promote the enjoyment of reading. Reading raffles are used to encourage pupils to read their age-appropriate Plymouth Library Service book from the library and/ or reading corner regularly; reading challenges are given to pupils to complete as homework too. The School Library Service are invited into school to promote the use of the libraries and initiatives such as the Summer Reading Challenge, as well as organising the library space. Importantly, teachers read class stories to their pupils. These texts will be chosen from the Woodfield Primary Reading Spine. Books on the Woodfield Primary Reading Spine have been chosen based on national book awards, recommendations from the School Library Service and research in to current and classic literature. The Woodfield Primary Book Spine promotes a variety of books: fiction, non-fiction, picture books, books written by a diverse range of authors and poets that reflect our school community and beyond, utilising the ideas of 'Mirrors and Windows'.

### **Impact**

The impact of our reading curriculum is that children have a positive attitude to reading and enjoy reading. They become confident and successful learners' who can achieve regardless of their starting points. Pupils will be able to read with more skill and so will know more, understand more and therefore do more reading. Teachers will use a range of formative and summative assessment in reading to assess the children's understanding and ascertain what they need to do next. During the lesson, through live marking, questioning and discussion, along with tasks, teachers will check that the children have understood the text and can answer questions about what they have read. The teachers and teaching assistants will assess the pupils' achievements against the lesson objective to ensure reading skills are developing and children are able to apply their skills to reading a variety of texts. Alongside daily review of learning, pupils will be assessed more formally using a range of assessment procedures. With RWI, pupils are assessed every half term to ensure that any gaps are identified, and pupils are being taught relevant content. Discretion can be used to assess pupils more regularly if a pupil has shown that they are ready to progress. The library service books are also reviewed every half term, with children taking a Benchmark test to ascertain their correct reading age so that appropriate books can be selected and provided for them. Across the year, children will complete a range of testing, including NFER and practise SATs style assessments. These test results, along with the work and assessment from the term, will inform teacher assessment against the National Curriculum objectives. In addition to this, Year 1 complete the Phonics Screening Check.