



## Reading

### Intent

At Winthorpe Primary School we value reading as an essential life-skill and all members of staff are dedicated to making our children life-long readers. We aim to promote a love for reading and our reading curriculum is built upon these aims to ensure our children become **confident** readers.

We believe that a child's reading ability impacts their progress in all other areas of the curriculum and so with a strong foundation in reading, our **hardworking and ambitious** children's educational success is greatly enhanced.

Our curriculum creates a variety of opportunities for children to read to increase knowledge, awareness and love of the world around them and to promote the importance of reading in everyday life, thereby developing children that have a **respectful understanding** of the world they live in and are **responsible and caring** citizens.

At Winthorpe, we aspire to create an atmosphere where reading is an ever-present part of our children's lives and we intend for all children to leave our school as competent and enthusiastic readers, who appreciate the joys and benefits that reading brings. We aim to install a thirst for reading where children are able to recommend books to others, speak **confidently** about their likes and dislikes within what they have read and independently read for their own enjoyment – ultimately developing **happy and healthy** children.

### Implementation

In EYFS and Year 1, all children receive daily, targeted phonics sessions, following the 'Little Wandle Letters and Sounds Revised' phonics programme. Those children in Year 2 and above who also require additional support for phonics receive this through targeted interventions in addition to quality first teaching.

All children are expected to read at home and our school reading scheme is carefully matched to individual children's needs and reading ability. All children are given 2 reading books to read at home. EYFS, Year 1 and children still receiving phonics support are provided with a fully decodable book which is matched to their specific phonics level. They are then able to choose a 'free-choice' reading book which is shared at home with family members to encourage reading together and to promote a love of reading.

Once our children are confident with phonics and no longer require daily phonics teaching, they continue to take home a school reading book from our reading scheme. This book is matched to the child's individual reading ability for fluency and comprehension. The children are also able to choose a 'free-choice' book from their class library. Our reading book scheme runs from EYFS all the way up to Year 6.

In EYFS and Year 1, our children receive 3 reading sessions a week that focus on fluency, prosody and comprehension skills. These small group sessions, where the children are reading their school reading scheme book which is matched to their specific phonics level, follow the 'Little Wandle Letters and Sounds Revised' phonics programme.

In all year groups are heard read individually, with a heavier weighting of this in EYFS and Key Stage 1. The emphasis on decoding and fluency is more apparent in EYFS and KS1 as the children are becoming more confident readers. From Year 2, Whole Class Reading is used for the teaching of reading and as the children progress through the school, more emphasis is on comprehension skills during these sessions. Specific reading skills are targeted and the children access a range of high-quality texts that provide excitement, engagement and appropriate challenge. The comprehension skills taught in whole class reading sessions reflect the National Curriculum:

Vocabulary	Explanation
Inference	Retrieval
Prediction	Sequencing (KS1) and Summarising (KS2)

The children are provided with many opportunities to access a wide range of different texts in a variety of different subjects. Our topic-based curriculum ensures a variety of topic-related texts are used in each class, which may also double up as their whole class reading book or a variety of other, shorter texts may also be used. Other curriculum subjects will also use a variety of texts to enhance the children's learning. A variety of other class books are also read to the children that take into consideration the children's specific interests, to continue to promote a love of reading in the classroom and beyond.

### Impact

All teachers use on-going formative assessment to assess the children's reading regularly. This can include teacher observations, questioning, discussions, home/school communication in reading diaries and marking and feedback of reading session work. These outcomes feed into subsequent planning and teacher understanding of individual child targets to ensure any gaps in knowledge and skills are closed and progress is not limited.

Staff complete teacher assessments every term and summative tests are also used in Key Stage 2 during 3 assessment weeks throughout the year. Year 2s also currently sit the End of Key Stage 1 Reading Assessments. Termly phonics assessments and book band assessments are also completed to ensure the children's reading books are matched closely to their reading ability. These assessments identify children who are not meeting their targets and who need extra reading support.

Quality first teaching is essential in improving outcomes for all children and so we ensure that all staff are kept up to date on the latest, successful initiatives and feel confident with promoting and teaching reading.

The English subject leader takes responsibility for monitoring the curriculum coverage throughout the school as well as the teaching and learning taking place during different reading sessions and the use of reading skills across the curriculum.