



Reading at Warstones

Intent

At Warstones Primary School, we recognise the importance of reading as a life skill that will open doors to all subjects for children. We understand the significant role played by parents, teachers and support staff in supporting children to read with enjoyment and fluency.

Children at Warstones are exposed to quality texts from EYFS and across the school, which both stimulate and assist the children to read. Along with these 'core' texts the children in EYFS and KS1 and where appropriate in KS2, children are taught the Read Write Inc. synthetic phonic scheme and use the Oxford Reading Tree Reading scheme to build their confidence in 'decoding' and the reading of high frequency words. In Key Stage Two, the children are exposed to 'real books' when reading for pleasure, as well as taught through the use of whole class texts and genres with class novels encouraging children to try new authors and genres.

Implementation

EYFS

In EYFS we seek to instil in children a love of literature. Story time and stories play a big part in the daily life of EYFS children at Warstones. We encourage a love of reading through:

- high quality texts
- daily stories
- an inviting reading areas which are a central focus in classrooms
- retelling/role playing of familiar stories
- children take turns to choose the stories they love at the end of the day and all children vote for their favourite
- Big books - model reading of text
- building a repertoire of songs and rhymes

Reading is modelled by all adults across all areas of the EYFS curriculum, with particular focus on language comprehension. We have a rich reading environment in EYFS, where Literacy and Phonics learning opportunities are promoted in continuous provision both indoors and outdoors. This includes comfortable and cosy book areas, with a range of fiction, non-fiction, poetry and rhyme, a range of phonics resources and role play to support texts (eg puppets). Reading is promoted across the classroom, with books, available in different areas, reading displays, phonics displays, use of logos and signs and pictorial prompts.

In Teeny Weenies and Nursery, staff support children to develop pre Reading skills, through developing listening, attention and early communication. Songs and rhymes form part of daily provision and each session staff read a story to children.

In Nursery, we also follow the RWI Nursery scheme. This focuses on teaching pre phonic skills such as listening and attention, auditory discrimination, rhyme and awareness of initial sounds. There is a weekly Literacy focus linked to the half termly topic. Once a week children take part in small group story sessions to develop their understanding of print, book handling skills and comprehension.

In Reception we follow the RWI phonics programme 4 x weekly times a week. Children are taught in 5 differentiated phonics groups to support individual learning needs. Additional RWI intervention sessions are available for children who need additional support to develop their phonic skills. In addition, any children who need extra support to develop their language skills will take part in weekly intervention sessions.

Each child will read 1:1 with a Teaching Assistant or Teacher at least once a week. Reading books are closely matched to children's phonic knowledge and are decodable.

During daily Literacy lessons, teachers read high quality texts linked to half termly topics.

Home Reading

The importance of early Reading at home is strongly promoted across Early Years. Parents in Early Years are invited to Literacy and Phonics meetings in the Autumn term and are provided with a range of information to enable them to support their children's reading at home.

In Teeny Weenies and Nursery children choose a story to take home each week. In Reception, children take home a RWI phonics reading book once a week. Parents are encouraged to complete and sign their child's Reading Diary.

Parents are invited to visit our EYFS/KSI Library with their child, this is open after school once a week.

KSI

We follow the Read Write Inc. synthetic phonics programme daily. See *RWI Policy* for further details. These sessions encompass the teaching of new sounds and decoding of new words. Children have the opportunity to embed these skills and read at length through Read.Write Inc. linked texts.

In Year 1, the KSI reading domains (Vocabulary, Sequencing, Retrieval, Inference and Prediction) are taught through the RWI texts on days 3 and 4 of the programme.

In Year 2, children who need further phonics support will continue to access RWI sessions. All other children are taught to embed their decoding and encoding skills through daily WCR (Whole Class Reading) sessions. Children also develop their comprehension skills, based on the KSI reading domains, in these sessions.

Home Reading

All children in Reception and KSI will have a home reading book from the reading scheme 'Oxford Reading Tree'. Children will also have access to fully decodable Read.Write.Inc book bag texts. This scheme offers a structured progression to reading, allowing the children to practise and improve their reading skills at an appropriate level, through access to high quality fiction and non-fiction texts. Once they have completed this scheme, the children will move onto the KS2 Accelerated Reader programme.

Children also have the opportunity to read their home reading books within school. Each child will read to a TA or Teacher weekly and will answer questions based on the text they have read. This allows children to build confidence, stamina, fluency and expression when reading. It also allows us, as a school, to ensure children are assessed appropriately and are reading at the correct book band level.

KS2

In KS2, the reading domains (Decoding, Retrieving, Summarising, Inferring, Predicting, Meaning, Language and Comparing) are taught through quality, whole class teaching. All children within a class study the same text with adaptations such as pre-teaching, over-teaching and peer reading, put in place to aid learners who find reading trickier. Each lesson has a domain focus suited to the needs of the learners with activities provided to help achieve this.

Where possible, writing sessions are taught through the use of a class text or extract.

Home Reading

All children take part in 'Accelerated Reader', a programme in which they are able to choose real-life books suited to their exact reading ability, and take quizzes on them once they have finished. This then tracks their progress and helps the children to earn points and certificates for their reading. Three times a year, children take part in a 'STAR test', which adjusts their reading level based on the questions that they answer.

Every day, the children are given at least 20 minutes of independent reading time in class with most children being heard read by a teacher or teaching assistant on a regular basis. In year 6, reading champions have been introduced which allows less-confident readers to be heard read by their more confident peers, often helping them with any words that may be unknown.

Assessment of Reading at Warstones

Teachers and support staff will be assessing children's reading throughout the daily sessions.

Formally, children in Reception and Year 1 are assessed half-termly on their decoding ability. Children in Year 2 and above have termly assessment checks to ensure progress.

In KS2, children are assessed half-termly through the use of 'Rising Stars Progress tests' or Local Authority assessments where they read two / three different extracts and answer a variety of questions on them based on the different domains. This is then used by teachers to aid with their assessment of the children.

The school publishes statutory data in Year R, 1, 2 and 6. As a school, we conduct the statutory phonics assessment in Year 1 with SATs assessments in reading in Years 2 and 6.

Children who do not reach the expected standard in these statutory assessments are targeted through reading interventions to help 'close the gap'. These interventions are tailored to each child to offer support in the areas of reading that they find difficult.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent and confident word readers by the end of KS1. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.