



*Care Aspire Respect Excel*

*Reading*

*at*

*Winscombe Primary School*



## Reading and Phonics at Winscombe

Getting the basics right matters a lot at Winscombe. We believe that ensuring all children make the best progress in Reading allows them to make the most of all the opportunities that our curriculum and life in our school has on offer. This information explains how we approach teaching children these basics. We hope it helps you understand the key ways in which we work as a school, and how you as parent can best support your child's learning within these essential areas. We also hope that by reading this information you will understand how ambitious we are for your child, how we want to see them achieve in all areas during their time at Winscombe school.



## What Reading and Phonics looks like at Winscombe





## How we teach Reading

Reading is central to the curriculum at Winscombe. If a child cannot read fluently and with understanding, they will not achieve as well as they should in other subjects. They will also miss out on a crucial life skill that is also one of the most enjoyable past times that both adults and children can have. For these reasons we place great emphasis on how we teach reading at Winscombe. When it comes to successfully learning how to read, we have clear expectations for staff and children, and for how parents can support their child developing as a reader. We follow the National Book Banding system and have a well-stocked, frequently updated, core library of texts for all of our readers to access. We ensure that all children are provided with their own Reading Journal, whereby all work undertaken can be recorded and compiled, displaying evidence of their progression of skills and knowledge.

### Reading in Early Years and Key Stage One

We focus carefully on teaching the children the fundamental skills of reading. This is often known as 'Phonics'. We use a very successful approach named Unlocking letters and Sounds. Early reading skills are consistently and rigorously taught. In Foundation Stage and Key Stage 1 daily planned phonics teaches children the complex connections between sounds and letters which is essential when learning to read and spell. The best phonics teaching involves active participation by all children, detailed tracking of their progress and swift intervention for any children who are struggling. Structure, fast pace, praise and reinforcement are all key features of phonics sessions. In addition, attractive reading areas, regular library visits and PTFA funded books all promote an enjoyment and a love of reading.

In response to a text or guided reading session, a child may:

- Read a small part of a text and a) draw a picture in response b) talk to a partner about what they know or think about the text and then use shared or collective memory to write or draw a response – then present and justify their response to the rest of the class or another pair.
- Make something after reading written instructions.
- Complete a mini book review where opinions are expressed.
- Complete an 'open mind' where children discuss and then write or draw what is going on in a character's head/mind.

- Ask open questions like: ‘What is in the Troll’s pocket?’ Why? Using inference and deduction, and ‘What happened before this story?’ ‘What happened after this story?’
- Take a quote or paragraph from a book and unpick it – what does it tell us? What language has the author chosen? Why? What affect does this have on the reader?
- Look at a picture or a front cover of a book – ask questions about it – why do they think this character is sad? (predict/hypothesise) Ask the children to make up some questions to ask this character.

We complete regular comprehension activities that are often linked to the writing or reading being undertaken in the class at that time. We use the Reading Dogs - Victor Vocabulary, Rex Retriever, Sequencing Suki, Inference Iggy and Predicting Pip to structure our discussions.

### *Reading in Key Stage Two*

KS2 have a shared expectation that every child will be a reader. They build on good practice in KS1, and provide a language rich environment, where talk is encouraged in lessons and where good quality books are shared and discussed. The staff place high priority on developing the children’s oral language: speaking, listening, and enhancing their vocabulary. Guided reading begins in Reception class and continues through to KS2. The children work together completing reading and comprehension activities, alongside opportunities to practice and rehearse play-scripts or perform poems. Alongside the teacher or TA, children are taught more complex comprehension skills that help them understand what they are reading at a deeper level. Through thoughtful teacher questioning, the children also learn how to verbally explain their understanding of what they are reading. Throughout KS2, each year group broadens and extends the range of reading. Children progress from simple texts to a wider range of books and styles. As children progress through KS2, they will likely be introduced to whole class ‘reads’ and would be expected to respond to these through paired, group or individual tasks. It is a further opportunity to provide more challenging texts, with a richer vocabulary and opportunities to delve deeper into inferential and deductive style questions. We complete weekly comprehension activities that are often linked to the writing or reading being undertaken in the class at that time. We use the Reading Dogs - Victor Vocabulary, Rex Retriever, Inference Iggy, Summarising Sheba, Arlo the Author, Cassie the Commentator and Predicting Pip to structure our discussions.



## How we make Reading exciting and motivating for our children

We use exciting and engaging texts to help bring all areas of the curriculum to life, and these texts form the core of our 'Talk for Writing' approach in our writing curriculum. Our whole school topic approach is largely linked to well-known and well-loved books by the best current and the best classic authors. Every classroom is stocked with high quality books by classic and contemporary authors. We use these books to motivate, engage and challenge all children. We have engaged with famous authors, re-developed the library area, welcomed the Book Fair every year and much more. We are continuing our drive to encourage more children for children at Winscombe to read for pleasure. Research shows a positive link between reading frequency and enjoyment and educational success. Furthermore, reading for pleasure has positive emotional and social benefits, improves text comprehension and grammar skills and increases general knowledge.

We have many initiatives that will be taking place in school over this academic year to encourage reading for pleasure.

- Daily opportunities to read
  - Inspiring reading corners
- World Book Day
- Weekly Book Club
- Author visits
- Recommended reads display
- Subscription to First News
- Various book genres in all classes.

Children also need to hear stories read out loud by people who do so with relish and enthusiasm; by teachers and family who adore books. They need to be inducted into a community of literature lovers and story enthusiasts.



## *How we assess Reading*

We assess children's reading skills through several different approaches. Firstly, we assess understanding through well thought out questioning. Secondly, in Guided Reading sessions, teachers track children's progress against the expectations of that level of reading. These inform on-going judgements and are reflected in the planning for the reading sessions, they also help teachers identify progress and the possibility of moving a child to the next book band. Our termly phonics assessments in EYFS and Key Stage 1 are also used to inform our reading judgements. We also do termly assessments using the Rising Stars English Progress Tests. Finally, in October and June, children complete the Hertfordshire reading test, which gives us a standardised reading age score. This combination of assessment information is used to help teachers plan learning that will meet the needs of all children, helping them make the best possible progress.

## *How we help children who find Reading difficult*

We use phonics intervention groups for children who have gaps in their reading knowledge. When we identify that the gap is widening in their reading knowledge, they will either; receive 1:1 reading intervention, access more opportunities to read with adults or undergo an ILI program. At this point, liaison between the SENDCo and the class teacher happens and a graduated response takes place. We also undertake a collaborative Peer Reading scheme between the year groups, which research from the EEF indicates has a positive impact on those struggling to make progress in reading. We also encourage the use of resources to support reading, such as coloured overlays and access to digital content.

## *How parents and carers can help*

At school we teach the children the skills they need to read fluently and to understand what they are reading. Reading at home gives the children the vital practice they need to become confident with these skills. Reading with your child and practicing their phonics, at home each day, will make a huge difference to their progress. Research has found that early readers need to read about 600 to 1000 words a week to become competent readers! This is crucial, so lots of reading at home will contribute to a child's reading mileage; it can be familiar books as well as new ones, comics, magazines, newspapers, the list is endless! Familiar books – reading the same book 3-5 times improves a reader's speed, confidence and fluency. It helps them to understand the book,

and to read in phrases without using a finger. The school makes sure that every child has a high quality and suitable reading book to take home every single day. We have also provided a digital platform, through Oxford Reading Buddies which provides additional opportunities to explore texts together and respond to comprehension questions and tasks.

### *How we celebrate Reading*

We have a reward scheme known as the 'Big Read'. The children are highly motivated by this and always look forward to achieving their badges. It is important that our children receive the recognition for their hard work and dedication to reading, as well as the development of their love of reading. We encourage parents/carers to come into school and read aloud to the children. We have a weekly Library session which is led by our amazing parent library volunteers. We always celebrate 'World Book Day' and have a yearly visit from the Scholastic Book fair. We have a weekly book club in school open to all children. We encourage class visits to our local village library.