

Withycombe Raleigh C of E Primary School

Reading Statement



Growing Happy, Caring
Hearts and Minds

Aims

Our overarching aim for English at Withycombe Raleigh Primary School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

To promote high standards of literacy, we aim 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, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text
- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils at Withycombe Raleigh Primary School are able to read fluently, and with confidence, in any subject.

Reading for pleasure

Intent	<p>Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities</p> <p>To build preferences in reading and to choose to read</p> <p>To recognise authors and styles of reading that individuals enjoy</p> <p>Engaging in book discussion in a range of contexts, alongside both adults and peers</p> <p>Sharing and recommending a range of books</p>
Implementation	All reading contexts below contribute to developing reading for pleasure

Reading aloud to children

	EYFS	Y1	Y2	Y3/4	Y5/6
Intent	<p>Building a bank of story and rhyme knowledge</p> <p>Exposing children to texts beyond what they can read themselves</p> <p>Developing an enjoyment for reading</p>		<p>Widening knowledge of texts and authors, including non-fiction and poetry</p> <p>Sustaining stamina in listening and reading texts</p> <p>Making connections within a book</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p> <p>Reading awards for certificates 10, 20, 30, 40, 50 & 60 books</p>	<p>Exposing children to challenging and archaic texts, e.g., language, themes,</p> <p>Reading awards for certificates 10, 20, 30, 40, 50 & 60 books</p>
			<p>Reading awards certificates for reading books (recorded in reading record)</p> <p>10 - bronze</p> <p>20 - silver</p> <p>30 - gold</p> <p>40 - platinum</p> <p>50 - bookmark & pencil</p> <p>60 - book from SLT</p>		

Implementation	Daily exposure to quality books for a minimum of ten minutes	Daily exposure to quality books for a minimum of fifteen minutes	Daily exposure to quality books for a minimum of twenty minutes
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Independent reading and home/school reading

Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills	Reading age-appropriate books Increasing stamina	Choosing appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read short novels independently with understanding (by end of Y4)	Reading age appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage
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	EYFS	Y1	Y2	Y3/4	Y5/6
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Implementation	Decodable books selected based on link to Withycombe Phonic phases. Books selected by adult in class Books changed weekly and two phonetically decodable books provided when evidence is seen in the reading record of three reads. Opportunity to take home a book to share for pleasure in addition to decodable text Books assessment based on phases as well as benchmark assessments over the year	Decodable books selected based on link to Withycombe Phonic phases Books selection supported by adult in class Books changed weekly and two phonetically decodable books provided when evidence is seen in the reading record of three reads . Opportunity to take home a	Books selected based on benchmark assessment and phonic phase where appropriate. Books selected by children within phase levels if still a 'phonic reader'. Evidence of three reads seen in the reading records. Books selected based on AR range (once Lime book-bands	Books selected based on AR range (once Lime book-bands level is achieved & benchmark completed) Teachers monitor through AR reports Opportunity to take home a book in addition to AR book
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		book to share for pleasure in addition to decodable text Books assessment based on phases as well as benchmark assessments over the year	level is achieved & benchmark completed) Teachers monitor through AR reports Opportunity to change books every day Opportunity to take home a book to share for pleasure in addition to decodable text	
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Guided reading/reading instruction				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
	EYFS	Y1	Y2/3	Y4-6
Implementation	<p>Daily Withycombe Phonics sessions</p> <p>Additional guided reading to ensure independent application and to develop comprehension skills starting in Autumn second half term weekly for every child (recorded in reading records).</p> <p>Reading records should have books read recorded, comments to parents and reading at home monitored in class reading record.</p> <p>Daily reading practice as part of daily 'Withycombe Phonics sessions.</p>	<p>Daily Withycombe Phonics sessions</p> <p>Weekly guided reading sessions for every child.</p> <p>1:1 reading of reading/phase book with an adult in school.</p> <p>Reading records should have two reading experiences recorded weekly – a 1:1 session, teacher guided session and reading at home monitored in class reading record.</p>	<p>Daily 20 minute guided reading sessions: teacher & TA working with at least one group per day and pupils grouped by need rather than ability</p> <p>As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher)</p>	<p>Weekly guided reading sessions taught within a 'reading circus' for at least one term (not necessarily first term) and a class text</p> <p>An increasing expectation of written recording of understanding through KS2</p> <p>Reading records should have two reading experiences recorded weekly – a 1:1 session, teacher guided session and reading at home monitored in class reading record.</p> <p>Reading circus to take for at least one term with the option to use whole</p>

				class texts in the other two terms terms
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Shared reading as part of teaching sequence

Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently
Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning)
Assessment	Reading comprehension work to be pre-planned, ensuring coverage of objectives & assessed against reading standards/National Curriculum statements

Core reading texts to support reading to learn across the curriculum

	EYFS	Y1/2	Y3/4	Y5/6
Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects. Two (or more) focus books linked to 'themes' per half term.	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information applied across all subject areas
Implementation	Daily Literacy lessons to link with over-arching topic for term. Coverage of the 'Withycombe Reading Spine'			

Assessment

	EYFS		Y1	Y2/3	Y4-6
Assessment Evidence in order to assess impact (Examples only)	<p>Observations of reading behaviour and talking to pupils</p> <p>Independent and home reading records</p> <p>Termly running records/benchmark assessments to assess fluency and accuracy on phase book to be sent home and understanding to be overseen by class teacher</p> <p>Phonic phase tracking assessments</p> <p>Babcock guided sheets to be used to inform Development Matters tracking.</p>		<p>Phonics phase tracking (see separate phonic tracking) & Screening Check (Mock in January & March to project 'on tracks' and national one in June)</p> <p>Observations of reading behaviour & talking to pupils</p> <p>Independent and home reading records</p> <p>Guided reading records</p> <p>Termly running records/benchmark assessments to assess fluency and accuracy on phase book to be sent home and understanding to be overseen by class teacher</p> <p>Babcock guided sheets to be used (highlighting objectives)</p> <p>Use of reading grids (excel) to record attainment against objectives - termly</p> <p>Use of reading journals / folders for evidence</p>	<p>Observations of reading behaviour & talking to pupils</p> <p>Independent and home reading records</p> <p>Guided reading records</p> <p>Written responses to reading activities (in reading journals)</p> <p>KSI SATs</p> <p>Termly running records/benchmark assessments to assess fluency and accuracy on level to be sent home and understanding to be overseen by class teacher/AR assessments once lime level is achieved.</p> <p>Teachers to facilitate access to take quizzes for those children on AR</p> <p>Babcock guided sheets to be used (highlighting objectives)</p> <p>Use of reading grids (excel) to record attainment against objectives - termly</p> <p>Use of reading journals / folders for evidence</p>	<p>AR assessments</p> <p>Termly reading assessments</p> <p>Termly running records/benchmark assessments for those children reading at a phonic level (Orange level or below) to assess fluency and accuracy on level to be sent home and understanding to be overseen by class teacher</p> <p>Observations of reading behaviour & talking to pupils</p> <p>Independent and home reading records</p> <p>Verbal and written book reviews & recommendations</p> <p>Use of reading grids (excel) to record attainment against objectives - termly</p> <p>Use of reading journals / folders for evidence</p> <p>Classes to schedule star tests</p> <p>Teachers to facilitate access to take quizzes</p>
Assessment Expectations (what assessment criteria are used? When? Moderation?)	<p>Yellow Phase 4 level achieved by end of Year (evidenced through benchmark assessment)</p> <p>Phonics tracking achieved (see WRPS)</p>	<p>Phase 5 Orange level achieved by end of Year</p> <p>Phonics tracking achieved (see WRPS)</p> <p>Phonics Tracking for Year 2 for details)</p>	<p>White level achieved by end of Year 2 & KSI SATs achieved</p>	<p>Lime book-bands level achieved by end of Year 3 & AR started</p>	

	Phonics Tracking for Foundation Year for details)	Phonics Screening Test passed		
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