



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>

	Engaging in book discussion in a range of contexts, alongside both adults and peers Sharing and recommending a range of books				
Implementation	All reading contexts below contribute to developing reading for pleasure				
Reading aloud to children					
	FS	Y1	Y2	Y3/4	Y5/6
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading		Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts Making connections within a book Reading awards certificates for 10, 20, 30, 40, 50 & 60 books	Introducing children to a wider range of authors and contexts e.g. historical and cultural Reading awards certificates for 10, 20, 30, 40, 50 & 60 books	Exposing children to challenging and archaic texts, e.g., language, themes, Reading awards certificates for 10, 20, 30, 40, 50 & 60 books
Implementation	Daily exposure to quality books for a minimum of ten minutes		Daily exposure to quality books for a minimum of fifteen minutes		
	Texts to be used from Withycombe Raleigh Reading Spine and from teacher's own choice/love of reading				

Independent reading and home/school reading				
Intent	Independently reading phonically decodable books matched to their phonic knowledge	Reading age-appropriate books	Choosing appropriate texts	Reading age appropriate books, including whole

	and skills	Increasing stamina	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)	novels Widening the range and challenge of books they read, including texts from a wider literary heritage	
	FS	Y1	Y2	Y3/4	Y5/6
Implementation	Decodable books selected based on Little Wandle Revised Letters and Sounds scheme Books selected by adults in class Books changed weekly and two phonetically decodable books provided. Weekly opportunity to access library and take home a book to share for pleasure in addition to decodable text	Decodable books selected based on link to Little Wandle Revised Letters and Sounds scheme or bridging books when Phase 5 is completed Books selection supported by adults in class Opportunity to change books every day Weekly opportunity to access library and take home a book to share for pleasure in addition to decodable text	Books selected based on benchmark assessment once Phase 5 is completed Books selected by children within identified bridging book levels Opportunity to change books every day Weekly opportunity to access library and take home a book to share for pleasure in addition to decodable text	Books selected based on children's ability and reading preferences. Teachers monitor. Weekly opportunity to access library and take home a book to share for pleasure in addition to decodable text	

Guided reading/reading practise	
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)

	FS	Y1	Y2/3	Y4-6
Implementation	<p>Daily reading practise as part of Little Wandle Revised Letters and Sounds phonic lessons</p> <p>Children to read through reading practice sessions three times a week. These are taught by a fully trained adult to small groups of approximately six children They use books matched to the children’s secure phonic knowledge using the <i>Little Wandle Letters and Sounds Revised</i> assessments and book matching grids on pages 11–20 of ‘Application of phonics to reading’. They are monitored by the class teacher, who rotates and works with each group on a regular basis.</p> <p>Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:</p> <ul style="list-style-type: none"> ○ decoding ○ prosody: teaching children to read with understanding and expression ○ comprehension: teaching children to understand the text. <p>In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.</p> <p>Home reading records should have books read recorded, comments to parents at least once a week 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 session recorded in home reading records</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>In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.</p>	<p>Daily 20 minute guided reading sessions: teacher & TA working with at least one group per day and session recorded in home reading records</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>In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.</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 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 class texts in the other two terms</p>

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

	FS	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.			

	FS	Y1	Y2-6
Assessment Evidence in order to assess impact Please refer to Withycombe Raleigh	EYFSP Observations of reading behaviour and talking to pupils Development Matters tracking Assessment for learning is used within class to identify children needing Keep-up support		Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Assessment for learning and summative assessments for those children continuing with the Little Wandle Revised Letters and

<p>reading Progression document - Withycombe Reading Progression 2022.docx - Google Docs</p> <p>Little Wandle Letters and Sounds revised assessment guidance Assessments tracker Letters and Sounds (littlewandlelettersandsounds.org.uk)</p>	<p>Keep up support is in place and children on this program are re-assessed every three weeks.</p> <p>Summative assessment for Reception and Year 1 is used every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.</p> <p>Assessments are reviewed by SLT and scrutinised through the <i>Little Wandle Letters and Sounds Revised</i> assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.</p> <p>Fluency assessments measure children’s accuracy and reading speed in short one-minute assessments. They are used in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books and to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute.</p> <p>A placement assessment is used with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.</p>	<p>Sounds reading practise sessions and rapid catch up intervention</p> <p>Written responses to reading activities (in reading journals)</p> <p>Benchmark assessments until lime level is achieved</p> <p>Babcock guided sheets to be used (highlighting objectives)</p> <p>Fluency assessments measure children’s accuracy and reading speed in short one-minute assessments. They are with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books to assess when children are ready to exit their programme. Children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to ready any more fully decodable books.</p> <p>The Rapid Catch-up assessment is used with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.</p>
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