



Growing

Happy

Caring

Hearts

and

Minds



## Reading Statement



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						
Curriculum Provision						
	FS	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>Reading awards certificates for 10, 25, 50, 75 &amp; 100 books</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p> <p>Reading awards for certificates 10, 25, 50, 75 &amp; 100 books</p>	<p>Exposing children to challenging and archaic texts, e.g., language, themes,</p> <p>Reading awards for certificates 10, 25, 50, 75 &amp; 100 books</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			

**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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**Curriculum Provision:**

	FS	Y1	Y2	Y3/4	Y5/6
Implementation			Decodable books selected based on link to Letters and Sounds phases Books selected by adult in class Books selected by adult in class Opportunity to change books every day 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	Books selected based on benchmark assessment Books selected by children within colour book-bands Opportunity to change books every day Opportunity to take home a book to share for pleasure in addition to decodable text	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

**Guided reading/reading instruction**

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

Curriculum Provision:

	<b>FS</b>	<b>Y1</b>	<b>Y2/3</b>	<b>Y4-6</b>
Implementation	<p>Daily Letters and Sounds sessions Either additional guided reading to ensure independent application and to develop comprehension skills or 1:1 reading session starting in Autumn second half term fortnightly (recorded in reading records). Reading records should have books read recorded, comments to parents and reading at home monitored in class reading record. Daily reading practise as part of daily 'Letters &amp; Sounds' phonics sessions.</p>	<p>Weekly guided reading sessions for every child. 1:1 reading of book-banded texts with an adult.  Reading records should have three reading experiences recorded fortnightly – a 1:1 session and teacher guided session Reading at home monitored in class reading record.</p>	<p>Daily 20 minute guided reading sessions: teacher &amp; TA working with at least one group per day and pupils grouped by need rather than ability 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 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.  Reading circus to take for at least one term with the option to use whole class texts in the other two terms</p>

<b>Shared reading as part of teaching sequence</b>	
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

<b>Core reading texts to support reading to learn across the curriculum</b>				
	<b>FS</b>	<b>Y1/2</b>	<b>Y3/4</b>	<b>Y5/6</b>
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.			

<b>Assessment</b>				
	<b>FS</b>	<b>Y1</b>	<b>Y2/3</b>	<b>Y4-6</b>
Assessment Evidence in order to assess impact (Examples only)	EYFSP Observations of reading behaviour and talking to pupils Independent and home reading records	Phonics phase tracking ( see separate phonic tracking ) & Screening Check ( Mock in March to	Observations of reading behaviour & talking to pupils Independent and home	AR assessments Termly reading assesments Observations of reading

	<p>Running records/benchmark assessments to assess fluency and accuracy and understanding of children reading borderline Yellow or above book-bands levels. Phonic phase tracking assessments Babcock guided sheets to be used to inform Development Matters tracking.</p>	<p>project 'on tracks' and national one in June) Observations of reading behaviour &amp; talking to pupils Independent and home reading records Guided reading records Running records/benchmark assessments to assess fluency and accuracy and understanding Babcock guided sheets to be used (highlighting objectives) Use of reading grids (excel) to record attainment against objectives - termly Use of reading journals / folders for evidence</p>	<p>reading records Guided reading records Written responses to reading activities (in reading journals) KS1 SATs Benchmarks/AR assessments once lime level is achieved Babcock guided sheets to be used (highlighting objectives) Use of reading grids (excel) to record attainment against objectives - termly Use of reading journals / folders for evidence Classes to schedule star tests Need to facilitate access to take quizzes for those children on AR</p>	<p>behaviour &amp; talking to pupils Independent and home reading records Verbal and written book reviews &amp; recommendations Guided reading records/Babcock guided sheets/learning objectives to be used (highlighting objectives) Use of reading grids (excel) to record attainment against objectives - termly Use of reading journals / folders for evidence Classes to schedule star tests Need to facilitate access to take quizzes</p>
<p>Assessment Expectations (what assessment criteria are used? When? Moderation?)</p>	<p>Yellow book-bands level achieved by end of Year (Exceeding children to be reading Blue or above) Phonics tracking achieved (see WRPS Phonics Tracking for Foundation Year for details)</p>	<p>Orange book-bands level achieved by end of Year Phonics tracking achieved (see WRPS Phonics Tracking for Year 2 for details) Phonics Screening Test passed</p>	<p>White book-bands level achieved by end of Year 2 &amp; KS1 SATs achieved Lime book-bands level achieved by end of Year 3 &amp; AR started</p>	