

Intent

At Woodbridge Primary School, reading is a top priority and, we believe, the key to opening the doors to the rest of the curriculum. Therefore, we strive to foster a lifelong love of reading and intend that, by the end of their Woodbridge Primary journey, children are **confident**, fluent readers. Through our year group reading spines and well stocked library, we encourage the exploration of a range of authors, genres and cultures and, in turn, create readers who are able to select texts that both pique their interest and help them to further their knowledge of the world around them. We envisage that, by the time our pupils move on, not only do they have a love of reading but they will also be equipped with a range of vocabulary, strategies and skills that enable them to understand what they read, providing a great foundation for the next stage of their education.

Implementation

We support all children in learning to read by ensuring we have a consistent approach to the teaching and learning of reading, carrying out regular assessments and monitoring, and by establishing a positive relationship with families with a clear joint aim of supporting children's progress.

Phonics

The foundation for reading is laid in the Little Willows nursery where Phase 1 is taught daily through a variety of effective methods including stories, song, environment walks and games.

From Reception through to Year 2, the effective systematic teaching of phonics is delivered using the Essential Letters and Sounds Programme. These 30 minute lessons are delivered daily using the resources provided by the scheme to ensure consistency across the year groups.

Generally, over the course of the week, children learn 4 new sounds and have a review lesson at the end - this enables them to quickly build their repertoire of phonemes and graphemes, as well as the harder to read and spell words that are not decodable. As part of the lesson, there is built-in intervention for those that need it - children in this group continue to work with the teacher further embedding their knowledge of the sound whilst others in the class are supported by the teaching assistant to access the application activity. Half termly assessments are carried out using the Phonics Tracker tool, enabling teachers to formally assess the stage at which the children are at, and if any additional intervention is needed.

Oxford Reading Tree books are matched to the Essential Letters and Sounds programme. Children take home 1 or 2 books weekly that are matched closely to their assessed stage. These books are read to both an adult in school and at home to ensure that they are able to read it fluently and confidently before changing it. (Children in KS2 that are still in need of phonics continue with these books into year 3.) Children also take home a weekly library book of their choice which exposes them to a wider range of vocabulary and genres. Reading records are checked regularly by staff in school, and those children that do not have the necessary support at home are given extra time with adults in school to read.

Reading Comprehension Skills

From the summer term in Year 1 through to Year 6 children at Woodbridge Primary are taught comprehension skills using VIPERS:

V - Vocabulary

I - Inference

P - Prediction

E - Explaining

R - Retrieval

S - Sequencing/Summarising

These lessons happen 3 times weekly across the school; they are delivered to the class as a whole allowing those less confident readers to access and discuss texts that would ordinarily be above their reading level. Teachers use their professional judgement to decide whether these whole class sessions are appropriate or whether a small number of children need 1:1 or small group support to undertake the task.

When adults read individually with children across the school, they may discuss VIPERS questions with the children and record their responses to support teacher assessment and inform future planning.

Accelerated Reader (AR)

Upon reaching Key Stage 2, children complete a Star Reader Test. This assesses children's comprehension skills and provides a Zone of Proximal Development (ZPD) range. This is a range within which the children will be appropriately challenged. Children can select any book within this range from the library, ensuring they are reading something that both interests and challenges them simultaneously. As well as reading these books at home, dedicated time is given in class to ensure there is plenty of opportunity to practise reading skills and therefore support progress. When children are confident in their understanding of the book, usually upon completion, they will take a reading quiz online; both teachers and children receive immediate feedback from the quiz. If children perform consistently well within the quizzes, teachers encourage them to select books from higher within their ZPD range. A Star Test is carried out half termly in order to ensure that the ZPD range is accurate.

Storytime and Reading for Pleasure

At Woodbridge Primary we provide opportunities for pupils to share books and listen to stories:

- ★ At the end of every day, we Drop Everything and Read across the school. During this time, class teachers read a class book to the children.
- ★ We have a reading buddy system whereby classes pair up and share books with each other in the library.
- ★ Children have a weekly library slot where they can select books that interest them
- ★ Across the school, we have year group reading journeys - 10 must read texts have been carefully selected for children. When they complete a book from the list, they receive a

stamp on their reading journey sheet and, once all books on the list have been read, children are rewarded

- ★ We always celebrate events such as World Book Day, National Poetry Day and National Storytelling Week. This may include welcoming visitors to the school, dressing up, sharing stories within school or assemblies
- ★ Teachers select fiction and non-fiction texts to share with their class that supports their learning across the curriculum
- ★ The library is regularly open after school so that pupils and their families can come and share a book together and enjoy exploring the wide range of quality texts available

Impact

The impact of our reading curriculum is measured in a number of ways:

- ★ The results of the statutory assessments at the end of EYFS, KS1 and KS2 will be in line with national averages
- ★ The results of the Phonics Screening in the summer term of Year 1 will be in line with the national average
- ★ The gaps in children's knowledge of grapheme, phoneme correspondences will lessen, and this will be evident in the half termly phonics assessments throughout Reception and Year 1
- ★ Children will be able to use their knowledge of sounds to decode unfamiliar words
- ★ Children will be able to employ a range of strategies to help them in answering questions about what they are reading
- ★ Children will be able to confidently share their thoughts about a wide range of books and authors and make recommendations to their peers
- ★ Parents will have an understanding of how they can support their children and will engage with reading at home
- ★ Pupils' reading ages will increase when taking their termly Star Reader tests and pupils will perform well on their reading quizzes
- ★ The library will be well used and a place that children enjoy