WOODVALE PRIMARY ACADEMY

Reading at Woodvale Primary Academy

First and foremost, our aim is for all children at Woodvale to develop a **lifelong love of reading**. We passionately believe in the importance of exposing our children to the wonders of the written word. Reading is truly a tool for life, and it is through books and our language-rich classrooms that we teach the essential reading skills that our children will need to thrive in their own lives.

Our children are entitled to a reading curriculum that enables them to:

- Develop a lifelong love of reading
- Confidently read a wide range of texts with appropriate pronunciation, fluency and expression
- Appreciate the purpose and value of books and storytelling
- Gain knowledge of the world
- Apply their reading skills to the wider curriculum
- Support and develop their writing skills
- Be prepared for the opportunities and demands of Secondary Education.

Reading at Home

We ask pupils to read at home at least three times per week, although daily reading is encouraged.

Reading Books and Reading Records

All children are provided with an individual reading book and reading record from Reception to Year 6. Children should bring their reading book and planner to school every day. Teachers will track the number of reads at home so that children can earn reading miles. This promotes the importance of pupils bringing their book and planner to school each day. Teachers provide older pupils with the opportunity to complete Accelerated Reader quizzes and change books regularly. Teachers follow up with families where children are regularly not bringing their reading book to school.

Nursery	Children have a picture book to take home each week. Parents have a reading record to note down the book read and any comments they want to make. Parents are informed via Tapestry of the focus text for the following week, along with key characters or vocabulary and the song matched to the focus.
Reception, Year 1 & Year 2	An individual reading book, matched to the reading phase from the Little Wandle Phonics scheme, will be given weekly to each child. Children should read this book using their phonic skills to decode the book and then re-

	read the book to develop fluency, prosody and comprehension skills.
Year 3 upwards (on AR)	Any children who are assessed as reading on a phonic phase 1-5 will continue to have a phonic book matched to their reading ability. After this they will be assessed for an Accelerated Reader book. Books should be selected from the pupil's Zone of Proximal Development (ZPD), identified through their most recent Star Reading assessment. Children will take a quiz following reading their AR book. Their book level should be changed if the pass rate is above 80%. Pupils may move a book level if they achieve 3 x 100% on a quiz.
KS2 Children not on AR	Where children are assessed as reading within phonic phases 2-5 they will be given Little Wandle 7+ reading books as their home readers, which are changed weekly. These are matched to their reading phase.

Recording 1:1 reading

Adults should encourage and model good reading behaviour, including holding the book correctly and tracking the text with their finger where needed. They should model correct decoding strategies where necessary, using phonic strategies. Adults may also model reading with fluency and expression, asking children to re-read a section to develop their prosody skills.

Adults should record evidence using the individual reading records held by the teacher, recording the date, the name of the book and assessing against the relevant objectives for the child's reading ability. A tick is given for an objective the child is achieving.
Adults should identify a next step or an element of reading they gave support with during the session in the commentary box. They can also record achievements. This builds a picture of the child's reading progress and gives a clear focus for the next reading session.

The adult should also add the date and a brief comment in the home-school reading record.

Inclusion/ Intervention

If a child is not working at age related expectations, they will be identified through assessments and steps will be taken to help them improve their attainment in reading.

If a child has an identified SEND which may impact on their reading skills, the SENDCo will liaise with the class teacher and reading lead to ensure that the correct support is in place in order for these children to develop their reading skills.

These support measures may include:

- Developing aspects of universal provision, for example by giving scaffolds to enable children to complete a task independently.
- Additional 1:1 reading sessions
- Additional phonic intervention using the Keep Up/Catch Up/SEND phonic planning from Little Wandle
- Additional/targeted reading comprehension teaching.
- Precision teaching of words and graphemes.

Equality

All children are provided with equal access to the English curriculum. We aim to provide inclusive learning opportunities regardless of gender, ethnicity or home background. We provide texts with a representative and broad range of people, with a range of cultures, ethnicities and beliefs. Our key texts are written by a range of authors from both classic and contemporary literary traditions.

The Reading Curriculum

Our plan of key texts sets out a reading curriculum drawn from a diverse range of authors, both historical and modern, national and international, which gives children access to a wide range of texts. Texts are chosen for the rich language they contain, their importance in the literature canon and in some cases because of meaningful links to the wider curriculum. Poetry and rhyme is woven throughout the curriculum. Some texts are selected because they allow us to explore key themes pertinent to our school community, for example a sense of home, belonging, acceptance and friendship.

Reading fluency is developed progressively through accuracy, automaticity and prosody. Pupils move from accurate decoding in EYFS and KS1 towards increasingly automatic and expressive reading throughout KS2. Reading develops from oral language, rhyme and storytelling in Nursery, to systematic phonics and early decoding in Reception and KS1. As pupils move through KS2, increasing emphasis is placed on fluency, vocabulary, comprehension, discussion and the critical evaluation of increasingly complex texts.

In the early years children have repeated opportunities to hear texts being read to them and to explore character, setting and storyline through their continuous provision. Nursery rhymes, rhythm and song are integral to the curriculum. Children are read to daily.

From Reception, the Little Wandle phonic programme is taught formally, with Foundations to Phonics part of our Nursery Curriculum. Reading Practice sessions are taught within Reception and through KS1 in line with Little Wandle.

In KS1 and KS2 the writing curriculum is based on texts from the reading curriculum so children have multiple opportunities to read, explore and write about a text they know well. In KS1 children will read their key text multiple times. In Year 1 scaffolded reads model how fluent readers read and allow for discussion of setting, character, plot and vocabulary.

From Year 2 upwards, children are taught to read through a whole class reading session. Each session has a focus of either a fluency read, an extended read or a close read session. Pupils have opportunities to develop their fluency through repeated reads of text along with

expert modelling. They develop their reading stamina by reading increasingly longer and more complex texts. They take part in discussions which deepen their understanding of authorial intent, theme, vocabulary discussion, plot development, grammatical devices and literary devices at an age-appropriate level. Pupils will sometimes record their ideas in writing. Active reading of text, listening to expert models and engaging in discussions of the text make up the majority of the lesson structure.

Assessment is an integral part of our reading curriculum. Teachers use ongoing formative assessment through discussion, whole-class reading lessons, individual reading sessions and reading conferences. Pupils are assessed against objectives from our Reading Progression Document, which is based on the National Curriculum Programme of Study and identifies the knowledge and skills expected at each stage of learning. Additional assessments, including Little Wandle assessments, Accelerated Reader assessments and statutory assessments where appropriate, help teachers identify next steps, provide timely intervention and ensure all pupils make strong progress as readers.

Reading for Pleasure

The opportunity to read for pleasure is the right of every child and is fostered at our school. We understand the links between reading for pleasure and academic attainment, social and emotional wellbeing, long term success and independence.

We ensure our teachers have up to date knowledge of children's literature and we regularly review our book stock. We foster informal book talk, develop social reading environments and read aloud to children to develop this skill. The school has taken part in the Open University Strengthening and Sustaining RfP programme.

Children in Early Years and KS1 take home a picture book in addition to their phonic reading book. This book is marked 'read this book to me' and is for an adult at home to read and enjoy with their child. All children in KS2 choose a text from the KS2 library to bring home, whether they are reading on Accelerated Reader or whether they are reading a banded book and are taking a library book home to have read to them.

Reading for pleasure is promoted across the school. Junior Librarians take ownership of the presentation of the KS1 and KS2 library areas and use opportunities to promote reading, for example selecting texts for Black History Month. They have buddy readers in Year 1 that they read weekly with.

Reading for pleasure is promoted in the classroom with class readers and dedicated reading for pleasure sessions. Poetry, picture books or class novels are chosen to develop or broaden children's reading experiences and their exposure to a range of texts, developing their enjoyments and enthusiasm for reading through a shared experience with their class.

Impact

At Woodvale Primary Academy, pupils develop into fluent, confident and enthusiastic readers. Through a carefully sequenced reading curriculum, children acquire the decoding, fluency, vocabulary and comprehension skills needed to access a wide range of increasingly challenging texts. They develop the ability to discuss, analyse and respond thoughtfully to what they read, drawing on evidence to justify their ideas.

Our pupils leave Woodvale with a broad literary knowledge, an appreciation of diverse authors, genres and cultures, and a genuine enjoyment of reading. They are able to apply

their reading skills successfully across the curriculum and are well prepared for the academic, social and personal demands of secondary education and beyond.

References:

The Reading Framework 2023
https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf

The Open University Reading for Pleasure https://ourfp.org/

The Art and Science of Primary Reading Christopher Such

Understanding and Teaching Primary English Clements and Tobin

Reading Reconsidered Lemov, Driggs, Woolway

Little Wandle https://www.littlewandle.org.uk