



### Reading Key Areas

- Overview of what the subject entails, the vision

Our children are confident communicators. There is a real 'buzz' for reading and oracy in school. They know that reading **is** learning. Our children know that being able to read confidently and communicate effectively is an extremely important life skill and will open many doors for them as they grow and learn.

- Why we teach it

We believe that reading is the key to unlocking the whole broad and rich curriculum on offer at Whitegate End, so that children are able to meet the high expectations we have for them and that they have for themselves. We know that reading will improve outcomes for our children and give them better life chances in the future.

- Teaching principles

At Whitegate End, we believe that literacy is at the heart of all children's learning; we work hard to build a stimulating and inclusive curriculum. We begin reading with daily, systematic, synthetic phonics teaching from Nursery to Key Stage One, also ensuring a multitude of opportunities to teach early reading skills to develop our pupils as holistic readers. Our aim is to make reading fun and enriching from the very beginning so that our children are highly motivated to read. The children are able to work with adults in small reading groups and access decodable texts linked to their current understanding of phonics. The sessions are based on the fundamental reading skills of decoding, prosody and comprehension. These are valuable building blocks for early reading.

In KS2 we follow a structured approach to reading which leads on from the skills developed in KS1. We place a strong emphasis on developing the children's fluency as we feel this is key to building confidence and reading ability. Each year group has a 'diet' of reading sessions such as fluency sessions, extended reading and closed reading. Research shows this varied diet allows children to develop a range of skills linked to reading development and confidence. We know this is a fundamental life skill.

### Aims:

We aim to raise the aspirations of our pupils in preparation for later life by ensuring they are equipped with the reading skills needed to access all of the opportunities that may be given to them. By immersing our children in the joy of reading we aim to develop creative, independent and articulate citizens.

- We enable each child to :
  - Apply what they have been taught on a daily basis



- Equip them with the skills they need when they 'get stuck'
- Build resilient pupils who do not give up
- Be confident learners who are not afraid to have a go
- Understand the importance of reading on their future lives in the wider world.

- Phonics Teaching

In EYFS and Key Stage One all the children take part in a daily phonics session. School uses the Little Wandle phonics programme and has full fidelity to this approach. It follows a detailed and systematic programme for teaching phonic skills for children in EYFS and Key Stage One. We monitor children carefully to ensure this approach works for them. We track children and identify areas in which extra support might be needed. This can be addressed through access to the 'Rapid catch up' programme again through the Little Wandle programme.

- Development of Skills

In EYFS, we provide continuous access to books and texts. We share the importance of books with the children and see that they handle books and care for them appropriately. We deliver a daily phonics session to all pupils starting from the foundations of phonics to ensure a strong start to reading. We immerse the children in early reading skills in small, adult-led groups and during daily, whole class story times. We ensure that pupils are able to meet the Early Learning Goals for reading at the end of Reception so that they are ready for the transition to Key Stage One.

In Key Stage One, we build on the children's phonics skills and use the end of year phonics assessment to learn the stages of all our pupils and to continue from. We model being an effective reader through story times which include a more focused set of questioning techniques and center around the children's understanding of the text. We encourage and remind our pupils to use their phonics skills on a regular basis, particularly when accessing other areas of the curriculum. Children are taught to become fluent and confident readers and are given more choice of the texts they engage with in order to promote a love of reading.

In Key Stage Two, we continue to build on the children's developing skills within a wider range of more complex texts. When reading aloud we encourage children to develop their own style. Discussions around what they have read are carefully planned for and allow pupils to express their understanding of a text and also listen to the view of someone else, discussions may include adults as well as their peers. Pupils are given opportunities to read for a range of purposes throughout the curriculum.



- How it is taught

In EYFS we provide a safe environment for children to experiment with story-telling and explore the way stories are structured. They have opportunities, in a range of contexts, to practice and apply their early reading and phonics skills including reading with an adult, when independently accessing the provision and weekly challenges, during story times, within small adult led activities and during daily phonics sessions.

In Key Stage One, we have daily phonics and reading sessions, depending on the stage of the children. Through the continuous provision in Year One (Autumn term) children continue to develop the application of their early reading and phonics skills on a daily basis. Year 2 move towards whole class reading as the year progresses. Children also read individually to an adult.

In Key Stage Two we deliver a daily, whole class, reading session allowing lots of opportunities for discussion amongst the children and staff. Each year group has a 'diet' of reading sessions such as fluency sessions, extended reading and closed reading. Research shows this varied diet allows children to develop a range of skills linked to reading development and confidence. Children also read individually to an adult.

- Assessment of the subject and how this is used

In EYFS we observe the children on entry to gather an understanding of their stages against the statements in the Development Matters Framework. After the first six weeks of phonics input we carry out a phonics assessment to determine the most appropriate phonetically decodable book each child should access forming reading groups as per the Little Wandle phonics programme. Throughout the year, assessments and observations of reading are used to inform weekly planning of challenges, provision enhancements and adult-led activities. Phonics teachers observe children during sessions to determine when children should be moved between our fluid and flexible reading grouping system. Phonics assessments are carried out at the end of each half term.

In Key Stage One, children who access phonics take part in a phonics assessment in September to enable staff to group the children accordingly and are assessed throughout the year as in EYFS.

In Key Stage 2 class teachers carry out a fluency baseline assessment of each child to determine the fluency level of each child. We know how crucial it is to bridge the gap from decoding and fluency. Fluency assessments are repeated termly. In addition to this, the class teachers track the progress of each child using objectives from the National Curriculum. These are used to identify gaps in learning and plan future sessions. These are updated regularly as children demonstrate confident and consistent learning and skills. The children are given verbal feedback when they have read with an adult.



- Links to other areas of the curriculum

In EYFS the children may need to decode and read words within their weekly challenges in order to access them independently. Challenges can link to any aspect of the Early Years Framework.

In Key Stage One and Two children are continuously provided with text, passages and instructions across the curriculum.

At Whitegate End we promote reading through weekly visits to our school library where each child changes their book. Children are encouraged to curl up and enjoy a book in our comfortable library space.

Class teachers model reading each and every day with a class book to engage the children and model effective reading. This will widen the children's vocabulary which they can then use independently. The class teacher may choose this high-quality text linked to either an area of the curriculum or the interests of the children.



## **Our approach to Reading & Phonics at Whitegate End**