Reading and Phonics

**Intent**

At Winsford High Street, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and enjoyment. At our school, we promote high standards of language and literacy by equipping our children with a strong knowledge of the spoken and written language; we widely encourage and are enthusiastic about our children developing their love of literature through widespread reading for enjoyment.

The National Curriculum for Reading and Phonics aims 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.
* Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
* Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**Implementation**

We believe that reading is an integral skill and ensure that the following written below is integrated into every classroom environment.

EYFS

Each child receives:

* A Guided Reading session per week in a group which reads a book above their current reading band.
* An Individual Read once or twice per week where regular assessments of the colour band are made to ensure children are being challenged appropriately and are not stagnating on a colour band.
* A daily phonics lesson which follows the Letters and Sounds weekly sequence. Following their Phonics lessons, the child is given a book which focuses on the sounds learnt in the lesson that day.

KS1

Every Year 1 child receives:

* A Guided Reading session per week in a group which reads a book above their current reading band.
* An Individual Read once or twice per week where regular assessments of the colour band are made to ensure children are being challenged appropriately and are not stagnating on a colour band.
* A daily phonics lesson which follows the Letters and Sounds weekly sequence. Following their Phonics lessons, the child is given a book which focuses on the sounds learnt in the lesson that day.
* A Role Play Area session per week where Speaking and Listening skills can be explored and enhanced.
* Three Shared Reading sessions where a specific focus is taught within each lesson (Summer Term only). These sessions use a variety of genres that are linked to the English topics.

Every Year 2 child receives:

* A Guided Reading session per week in a group which reads a book above their current reading band.
* An Individual Read once every two weeks where regular assessments of the colour band are made to ensure children are being challenged appropriately and are not stagnating on a colour band.
* A daily phonics lesson which follows the Letters and Sounds weekly sequence. Following their Phonics lessons, the child is given a book which focuses on the sounds learnt in the lesson that day.
* Three Shared Reading sessions per week where a specific focus is taught within each lesson. These sessions use a variety of genres that are linked to the English topics.

KS2

Every child receives:

* A Guided Reading session per week in a group which reads a book above their current reading band. (Free Readers will be challenging with a more difficult Free Reading text)
* Three Shared Reading sessions per week where a specific focus is taught within each lesson. These sessions use a variety of genres that are linked to the English topics.
* Reading Plus lesson one per week where additional 1:1 reads are completed.
* Reading Booster which focuses upon the statutory assessment and enables children to practice answering a wide variety of questions using a range of texts. (Year 6; starting in Spring Term)

We promote reading across the whole school through the ‘Our Reading Stars’ initiative. There is a class display in every classroom where each week the class teacher counts how many reads each child has completed. The highest scoring children are awarded either Bronze, Silver or Gold and their names are presented on the board. Gold awarding children are rewarded with a raffle ticket which is placed into a raffle at the end of each half term. A child from each year group is drawn and those children are prized with a visit to Waterstones with either the Headteacher or an SLT member to choose a brand-new book of their choice.

Reading is further promoted in our KS1 and KS2 assemblies where a similar display to those in the classrooms can be found. On the boards there are the class names plus their total of reads completed. The Year 6 Librarians collate the total of reads from each class at the end of the week and then these are presented on the board. The 3 winning classes (Bronze, Silver and Gold) are then announced and applauded in the assembly the following Monday.

Reading Corners are another way which we inspire our children to read. Every teacher has an area of their classroom which is dedicated to inspiring their children to read. It is encouraged that staff have a range of genres available with links to specific topics too. Within these areas there should be the colour banded book baskets where children can choose their new book to be taken home each day (KS1 focussed) or each week/every couple of days (KS2 focussed).

A whole school planning format is used for Guided Reading. The teachers are to identify which objectives they are going to focus on in each session and then assess each child within the group against the said objectives with a tick, up-arrow or dash. All staff have been given laminated sets of questions stems, linked to the AFs for either KS1 or KS2, to support them in delivering appropriate, challenging and effective questions throughout.

Shared Reading is planned on ActivInspire. Teachers are to create a weekly flipchart with 3 sessions. These sessions are to have a different AF focus each day, so the children are then only concentrating on one specific skill. Dependent on their age, children will record Shared Reading tasks in their Reading Journals and this will be marked by the teacher. The question stems previously mentioned are also a tool for supporting staff in the planning of Shared Reading. We also use Pathways to Read to support our Shared Reading planning.

Phonics at High Street is planned in line with Letters and Sounds. Teachers and TAs deliver these sessions however they are only planned by HLTAs and Teachers. The planning follows the weekly sequence that Letters and Sounds stipulates however a whole school set proforma is used by all staff. Within each classroom, staff have been provided with sets of books which match to specific phases of phonics so children can take a book home to match their phonic ability.

Assessment of reading for Year 1 to Year 6 is completed using the end of term NTS Reading Assessments. These scores are recorded on the M.A.R.K system and uploaded to Insight (tracking system) so staff can use these to regroup and differentiate groups. Teachers use running records and PM Benchmarks to assess reading colour bands for each child. Assessment of phonics is completed at the end of each week when children are tested on what they have been learning that week through a spelling test which is differentiated 9 ways depending on their ability. Through using this assessment, our phonics groups are fluid and children move to where is best suited for them. Children also sit mock Phonics Screening checks termly to further assess their phonic knowledge. This is completed with all children in Y1 and those children yet to pass in Y2-6. Children are then formally assessed via the Phonics Screening Test in June and if they fail to pass, children resit the test the following year. Those children in Y3-6 who still do not pass will continue to have targeted interventions to raise their phonics skill until they can confidently pass a screening paper.

For those KS1 children who are identified as needing more support with their reading, we have a program in school called Reading Together which is run by a specialised reading teacher. These children receive a weekly session to improve their reading ability.

**Impact**

Through the teaching of systematic phonics and the Reading Together program, for those children who find reading difficult, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. At this present time 1 Year 1 child is accessing the full reading, writing and word work programme. During the initial stages of the programme, he has made good progress, moving from Book Level 1 to accessing Book Level 11 confidently. He is on track to discontinue the programme within 20 weeks at Book Level 18. 17 Year 2 children have been successfully supported through the Better Reading Partner's programme. All children have made accelerated progress in their reading, moving from Book Levels 3 -5 (starting points) to Book Levels 22 -25 within 10 weeks. At discontinuation, using the YARC assessment tool, reading accuracy is found to be either in line with the children's chronological age or slightly higher, (All score between 7yrs 6mths and 8years 0 months.) However, their comprehension skills and understanding of reading scores are significantly higher than their chronological age with most children achieving between 9 years 5 months and 10 years 0 months.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two plus the end of term NTS assessments. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Impact on Phonics can be evidenced through our Phonics Screening Check results raising by 6% between 2017-18 and 2018-19.

At Winsford High Street Primary School, we give all children the opportunity to enter the magical worlds that books open-up to them using our School Library, regular book fairs, excitable reading corners plus the Education Library Service. We promote reading for pleasure as part of our reading curriculum and celebrate reading at home through the ‘Our Reading Stars’ displays within each classroom and main halls. We have noticed that using this initiative, along with others such as World Read Aloud Day, our children have become much more interested in reading, especially reading for pleasure. This was evident during World Read Aloud Day by the overwhelming response on Twitter from parents tweeting pictures of their children reading in their favourite space. The book fair has also been a success within our school, raising £620 in Spring term, with school receiving 60% of total to spend on books. A wide selection of traditional stories, popular author books and new reading ranges were purchased to add to our library for children throughout the school.