

At Willington Primary School, we are determined that every child learns to read regardless of their background, needs or abilities. We want our children to be fluent, confident readers. They are exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and establish a genuine love of reading and a keen interest in a range of texts. We work to inspire children to become life-long readers who have a desire to read for pleasure.

What reading looks like at WPS:

## Phonics

(EYFS, KS1 & KS2 intervention)

## Fluency lessons

(Y2)



## Reading lessons

(Y2-Y6)



## Shared Reading

(KS2)



## Daily Readers

(whole school)



## Story Time

(whole school)



## Reading for pleasure

(whole school)



Our curriculum strives to provide children with skills, experiences and knowledge, which is both progressive and transferable, throughout their time at Willington Primary School, into further education and beyond.

## Phonics

EYFS, Year 1 and, if needed, Year 2

Daily for up to 30 mins

Individual and Group Keep-up Support

4 times a week for 10 to 20 mins

Reading Practice Sessions

2 to 3 times per week for 20 mins

'Rapid Catch- Up' for Year 2 and KS2 Intervention 3 times per week for 20 minutes

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Children who need additional practice take part in Keep-up support groups, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who has not passed the Phonics screening check.

## Application of Phonics to Reading

We teach children to read through reading practice sessions two to three times a week. These are taught by the class teacher or a fully trained adult to small groups of children.

We use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and teacher judgements.

The reading practice sessions have been designed to focus on three key reading skills:

1. Decoding
2. Prosody: teaching children to read with understanding and expression
3. Comprehension: teaching children to understand the text.

A **decodable reading practice book** is taken home to ensure success is shared and practised with the family. Additionally, a **reading for pleasure book** is also sent, for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, our website and leaflets.

## Little Wandle Letters and Sounds Fluency Assessments

Once children have passed the Phonics Screening Check, a Fluency Assessment is made to measure children's accuracy and reading speed.

They are used:

- In Year 1 and 2, when children are reading the Phase 5 set 3, 4 and 5 books
- To assess when children are ready to exit their phonic programme.
- For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute.



### Progression with Fluency in Reading

Children then progress onto Colour Book Banded Books.

Book bands are a way of establishing a pathway of progression in reading so that teachers can match texts to children's individual abilities. Typically children will move onto the Turquoise or Purple coloured book band within Year 2, progressing onto the lime book band, before becoming a 'free reader'. This means they can choose books from their class reading area or the school library.



Teachers then guide children to select a variety of different genres and books written by different authors.

Children are not required to continue coloured banded books after the lime band, however teachers can use these books to supplement the choices the children make from the library books.



Children are prioritised to read to adults according to their ability.

## Reading Fluency Lessons

Year 2 from Spring Term

x3 per week for 30 mins



During Fluency Lessons, we teach the children to complete the phonics code and improve the children's ability to integrate their comprehension skills with decoding and word reading skills. Fluency lessons aim to ensure children are able to read with accuracy, automaticity and understanding. These lessons begin from the Spring Term during Year 2.

In Year 2, Fluency books are levelled from 1 to 5 with the length of the chapters increasing, alongside the word count. The language used also becomes increasingly sophisticated. Each book has been created so that every chapter takes 10 minutes to read aloud with the reading speed gradually increasing from 60 words per minute.

Following the guidance within Little Wandle Fluency, lessons cover reading of one chapter of a selected book and are structured into....

### Pre-read

- Word reading and 'chunking' longer words.
- Prefixes, root words and suffixes
- Vocabulary
- Quick Summary



### Reading Lesson

- Teacher modelling reading.
- Repeated reading of specific sections - echo reading, rehearsed reading, emotion reading and marking up
- Teaching Prosody
- Dialogic Comprehension Talk: x3 questions
- Teacher 'taps in' to hear individual children read aloud.

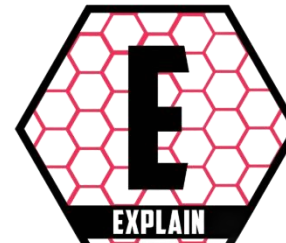
## Reading Lessons

*Year 2 & Key Stage 2*

*1hr once a week*

*Written responses*

As part of our English Learning Journey, Reading-focused lessons are taught that encompass developing fluency and language comprehension. Opportunities are provided to support modelled, shared and independent reading as well as building upon a range of comprehension skills. Reading lessons are based on VIPERS (content domains) and teaching the children strategies to answer each style of question.



VIPERS is an acronym to aid the recall of the reading content domains. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. The content domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. VIPERS is a method of ensuring teachers ask, and children are familiar with, a range of questions.

Reading lessons are based on the English class text and focus on one of the content domains (VIPERS). Teachers explicitly model how to answer the style of question before children have a go at some together and independently using the 'I do, We do, You do approach'.

I do



We do



You do



# Shared Reading

Key Stage 2

30 minutes 3 times per week

Verbal & Written responses

Shared Reading is a whole-class model to support reading fluency and comprehension. Lessons are based around a weekly theme which allows for reading across the curriculum and to further embed knowledge into long term memory. Shared Reading Lessons follow the Reciprocal Reading approach which enables learners to apply the skills taught in weekly Reading Lessons when answering questions in Shared Reading.

During these sessions, reading fluency is strengthened through a range of approaches to reading aloud, including choral reading and quality teacher modelling. Vocabulary is explicitly taught as we clarify words we encounter and continuously develop children's word consciousness. These sessions provide time and space for rich conversation as we explore texts together and our personal connection to them.

## Predict

Pupils predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.



## Clarify

Pupils identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.



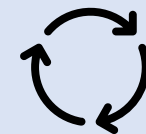
## Questions

Pupils are given an opportunity to answer questions that cover a variety of the KS2 reading content domains (VIPERS).



## Summarise

Pupils describe succinctly the meaning of sections of the text. This causes pupils to focus on the key content, which in turn supports comprehension monitoring.



LKS2 Shared Reading sessions have 1 cycle of the 'predict, clarify, question and summarise' whereas UKS2 have 2 cycles – this is to increase fluency and stamina in preparation for their end of KS2 statutory assessments.



## Daily Readers

Whole school

5-10 minutes per day

The bottom 20% of readers in each class are listened to every day. Teachers and TAs closely monitor the bottom 20% to support these children to become fluent, confident readers.

Other children in the class are listened to 1:1 either fortnightly or half-termly depending on their reading ability.

## Reading for pleasure

Whole school

We want all children to have a love of reading and we encourage this by allowing every child to take home a library book to share with adults at home. Our library has recently undergone refurbishment and is stocked with high-quality texts from classic novels to contemporary titles, a range of non-fiction texts, poetry, picture books and books written to support specific needs.

We have a digital library system in place so that we are able to monitor the books the children choose for pleasure and analyse preferences and trends. The books have been organised into areas according to the suitability for differing abilities and ages, and there are seated areas for groups of children to read. All classes have the opportunity to visit the library once a week.

In addition, all classrooms have dedicated book corners or areas with appropriate texts matched to the interests and abilities of the children. Classroom collections are also updated termly by class teachers to reflect children's interests and current classroom-based learning.

## Story Time

Whole school

15-20 minutes per day

To promote a love of reading, we have dedicated time in the timetable for story. Teachers share stories purely for enjoyment.

Our story time spine texts are chosen to cover a range of genres appropriate to each year group and encompass the protected characteristics.





### Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty

## Assessment

NFER Reading Assessments are taken at assessment points throughout the year in Years 1, 3,4 & 5 and recorded on Insight to monitor progress and attainment. Years 2 & 6 complete past SATs papers.

Time in the lesson is given for children to **respond to feedback** and for the teacher to address any misconceptions / common errors from the previous lesson.

The use of discussion during the lesson monitors learning and is used for **Assessment for Learning (AfL)**.

**Monitoring** is completed by the English Leader / SLT to assess the learning completed and to ensure the sequencing of learning.



## SEND

Teaching literacy can be particularly challenging with the neural, auditory, articulatory, visual and motor skills children with SEND can have. We know that early demoralisation in the classroom can have a lifelong impact, so the pressure is on – children with SEND must be set up with the fair challenge, but also chance to learn, thrive and develop a lifelong love for reading as this will allow our children to access all elements of the curriculum and, in turn, improve their quality of life. We support children with SEND in a variety of ways:

- **Individual resources:** coloured overlays, sitting supports, pencil grips, timers, now and next boards, visual timetables, quiet spaces, ear defenders.
  - **Additional intervention:** Keep-up and Catch-up phonics, daily reading and support within a lesson.
- All of our classroom environments are **calm and neutral**. Working walls are designed to support learners with key information (e.g. vocabulary, modelled examples) and are referred to in lessons.
- **Adaptive teaching strategies** provide different levels of support, using different resources or adjusting the pace of instruction.
  - **Quality first teaching strategies** are used to support all learners.

