* 1. **Aim:** To improve life chances of children in our school, by ensuring the best possible outcomes in reading, through making reading part of the integral fabric of school life.
	2. **Our Approach**: We have a well organised, robust system for teaching reading across our school. Teachers and Teaching Assistants passionately instil a love of literature and reading in children. All staff across school have a shared expectation that all children will develop the foundations to be able to acquire reading skills. This is every adult’s prime educational responsibility.
	3. **Implementation**: Our reading strategy covers early speaking and listening skills, early reading and phonics, explicit teaching of reading, promoting a love of reading and additional support for children who are at risk of falling behind.

**2. Early Speaking and Listening Skills**

2.1 At Leftwich Community Primary School, we develop a vocabulary rich environment, underpinned by teaching strategies to develop the foundations of the acquisition of language.

2.2 Adults develop language with a focus on interactions between children/adults initially and then with interactions with high quality texts throughout the school.

2.3 Our school environment is set up with inviting reading areas where children have free access to quality literature appropriate to their age. In the EYFS setting story-telling and singing props are also readily available.

2.4 Adults read aloud daily to children and model storytelling, expression and role play to children.

2.5 Listening and tuning into sounds is taught through direct teaching and child-initiated activities.

2.6 In the EYFS setting, all children take part in whole class shared reading, where learning different stories, poems and nursery rhymes are taught over each half term. Story books are shared for pleasure, with quality language rich texts are used to link to the children’s interests and used as vehicles to drive topic led learning.

2.7 Speech and Language assessments and interventions are carried out from the second half of the Autumn term. We work closely with our ‘feeder’ nurseries to support them with identifying those who made need additional support.

**3. Early Reading and Phonics – Intent**

3.1 At Leftwich Community Primary School, all of our children become fluent, confident and competent readers and writers. To ensure this happens, we teach using the DfE validated programme ReadWriteInc (RWInc) This is a synthetic, systematic phonics programme. We follow the RWInc progression document which systematically develops children’s understanding of the phonics code and builds upon previous learning in an incremental manner as they move through EYFS and KS1.

3.2 The programme develops children’s ability to blend and segment, using their current phonics knowledge, allowing early success and increasing their confidence in reading. As a result, our children are able to tackle unfamiliar words using their phonics knowledge

3.3 We also model and apply the skills taught in the discrete phonics session into reading and writing across the curriculum, demonstrating contextual application of the skills taught.

3.4 At Leftwich, we also teach our children to read for meaning and pleasure and to be able to view themselves as lifelong readers. The matched decodable readers provided by RWInc. support this and provide texts for children to decode and to discuss for understanding. Development of comprehension is promoted within class shared reading sessions and these are built on further as the children move through our school.

3.5 Pre-teaching of vocabulary ensures all children, despite ability, can access learning centred around the text. Acquisition of new vocabulary is embedded across all subjects.

**4. Early Reading and Phonics – Reception Implementation**

* 1. During the first half term in school, children concentrate on Speed Sounds set 1. We aim to teach 3 or 4 sounds a week depending on the children. Children are split into two groups – at this point to help pinpoint those who may benefit from additional support
	2. Speed Sounds are taught in the set order. These Speed Sounds will include set 1 stretchy sounds – m, Bouncy sounds – a, Special friends (digraphs) - sh
	3. Children use a special character called Fred (a frog) who can only speak in sounds. Fred will say words in sounds – e.g. l-igh-t and the children will say the word
	4. When children learn a new sound, they will associate the sound with a picture card and short phrase to illustrate the sound. This will link to the formation of the sound in order to write it. Children will look at picture sound cards, which also illustrate the sound they are learning.
	5. Children will practice handwriting the sound they are learning and other sounds they have learnt.
	6. Word time – children will learn to blend the sounds they are learning to read words and segment words into sounds in order to spell
	7. Once children can read the first five sounds – m,a,s,d,t – children can begin to read the words associated with this block of sounds. There are seven words. Children will use magnetic letters to segment and spell words at this stage.
	8. Children are assessed using the RWI phonics assessment each half term. During the second half term children are assigned a group – higher and lower – each working with the teacher and the teaching assistant. Children continue to reinforce Speed Sounds Set 1. Group 1 – move onto red level books and writing books. Each red book has 3 stories in. Each story is read 3 times, building fluency. Each day has a writing activity to develop writing – fill in sentences, hold a sentence and handwriting activity. Group 2 – move onto photocopiable ditties – Each ditty is read over two days. Building fluency. The writing associated with this goes into a writing book. Word practice one day and a short hold in your head sentence the next day.
	9. Children then move up through the colour levels of RWI – following the colour bands. Moving up a level most half terms. As children move onto green level and above, lessons for these take place over five days
	10. As children read the story over 3-4 days, they build fluency, answer questions about the story and add expression. The writing section which follows includes two days of modelled hold in your head sentences, a day fixing the spelling and grammar in a sentence and one/two days on the big write at the end of the week.
	11. As children start green level, they begin to work on Speed Set 2 sounds. Children will also begin ‘nonsense’ words in their word time
	12. Children will take home the RWI Speed Sounds - set 1 and then 2 books, RWI books associated with the level and story they are reading, a rainbow book (random scheme book) and a picture story book to share with parents.
	13. Each half term, Reception focus on a class story book. This links with the class topic. The book is read many times and the language is discussed, understood and used within the classroom
	14. A stand-alone writing activity will be completed each half term. This will be linked to this class focus book, not rehearsed or modelled. Children will be encouraged to use their learning from the RWI programme in their own writing.
	15. Children are encouraged to use their learning from RWI in their child-initiated time.
	16. Children who are showing that they are not progressing at the correct level, will have booster sessions outside the RWI session time. During the RWI session, they will be supported to achieve at their own level.
1. **Early Reading and Phonics – Year 1 Implementation**
	1. Year 1 continue to follow the RWInc. programme and strategies learnt.
	2. All children will be present for the learning review and reading lesson.
	3. Two members of staff each day are deployed in this class for the phonics and reading lesson.
	4. Children are grouped based on the RWInc. colour level they are assessed to be on in July of Reception.
	5. At the end of each half term, children are assessed on what they have retained from the learning to date. The results of this inform groupings for the following half term and RWInc. interventions.
	6. Our expectation is that children will be on RWInc. blue level as they exit Year 1.
	7. Children are sent home with a RWInc. book that matches their phonic ability.
	8. A ‘rainbow’ book is sent home also, which is chosen by the children and taken home to share with an adult. This is to promote a love of reading and it is not expected that the child will be able to read this book independently.
	9. The 10 Book Challenge is introduced in summer term of Year 1, with books being sent home to promote a love of reading.
	10. The Read to Write text in the Year 1 English sessions are language rich and reinforce comprehension through shared reading.
2. **Early Reading and Phonics – Year 2 implementation**
	1. In the autumn term of Year 2, RWInc. is taught with the children grouped based on the RWInc. colour level they are assessed to be on in July of Year 1. In most cases, this will be grey.
	2. At the end of October half term, children are assessed on what they have retained from the learning to date. The results of this inform groupings for the following half term and RWInc. interventions.
	3. Children are sent home with a RWInc. book that matches their phonic ability.
	4. A ‘rainbow’ book is sent home also, which is chosen by the children and taken home to share with an adult. This is to promote a love of reading and it is not expected that the child will be able to read this book independently.
	5. Our expectation is that children will be on RWInc. grey level at the end of autumn term of Year 2. Those children who reach this will be benchmarked and sent home with a gold or white book to match their ability.
	6. Those children who are not reading at RWInc. grey level by the end of autumn term will continue as an intervention in the afternoon until RWInc. is complete.
	7. From January of Year 2, those children who have moved on from RWInc. will take part in a guided reading session in the afternoon. The text will be based on their benchmarked level and will follow the style of a RWInc. read, with a specific sound focus, and red and green words. This is to ensure a smooth transition and improve fluency and comprehension.
	8. The Read to Write sessions in the morning will have a heavier focus on shared reading from January of Year 2.
	9. The 10 Book Reading Challenge is promoted throughout Year 2.

**7. Teaching and assessment of Reading in KS2**

* 1. By the end of KS2, we believe that all children should be able to read and enjoy age-appropriate books, with fluency, confidence and a concrete understanding of comprehension skills.
	2. Our curriculum is built around quality texts to immerse children in a language rich culture.
	3. Pre-teaching of vocabulary ensures all children, despite ability, can access learning centred around the text. Acquisition of new vocabulary is embedded across all subject areas.
	4. Shared reading sessions are pitched above the reading level of the ‘top ability’ child – using scaffolding, pre-teaching and ‘keep up/catch up’ strategies when necessary to ensure all children can access.
	5. Reading comprehension strategies are explicitly taught in a progressive manner. Children are taught to question and unpick the text leading to them having a solid understanding of what they have read.
	6. Children are given time to verbally comprehend the text before moving on.
	7. In KS2, guided reading intervention sessions give small group teaching time to focus upon the different strands of comprehension meaning teaching can be targeted and succinct. The use of mixed ability groups ensures children are consistently raising their standards and being exposed to learning at a high level.
	8. Dedicated time is given to individual reading each week, depending on need of child, to apply strategies and skills required to become fluent readers.
	9. Once children can decode well and have mastered the phonetic code, they move on to other texts. Their fluency and expression are regularly assessed through whole class reading lessons and through termly book banding assessments. As a result, the books that are sent home daily are at an appropriate level for the individual child.
	10. It is an expectation that all children read at home 3 times per week. Staff monitor this and support children in other ways if this is not happening, as well as supporting families to do this.
	11. Children in the upper key stage 2 are also expected to sit NFER tests and previous SATs papers to encourage pace and accuracy in retrieving information.
	12. It is our expectation that by the end of Year 3 children will be reading at a Copper level, by Year 4 Sapphire level and by the Spring term of Year 5 to have completed our banded system and be reading for pleasure.
	13. Our school library and classroom libraries are stocked with books which encourage a love for reading. They contain books at an appropriate level for the ages group, as well as more challenging texts to encourage the children to read further.

**8. Promoting a Love of Reading**

8.1 Love of reading is promoted throughout the school day, with time given for children to enjoy reading independently throughout the week

8.2 Quality literature is read aloud daily by the teacher. This includes a variety of genres, such as poetry, fiction and non-fiction, authors and topics to expose children to wide breadth of experiences.

8.3 Every classroom has a reading area that is inviting and cosy for the children. Books are regularly changed by both staff and children, through access to the local Education Library.

8.4 A variety of genres are offered and children are encouraged to develop their own reading identity.

8.5 Staff make use of the local Education Library Service to offer further additions to the reading provision in their classroom and school shared library. They use both their children’s interests and the coming half terms learning to order additional reading materials.

8.6 We have a ‘Bedtime Story’ section on our website where staff share stories with families and the wider community.

8.7 Through the school year, we hold regular events to celebrate reading and support parents at home. Events have included book sales and celebrating World Book Day. Class assemblies are used to share the children’s learning and enjoyment of their key texts with their families.

**9. Support for Children at Risk of Falling Behind**

9.1 We know that swift intervention is vital in ensuring that children are able to make progress and ‘keep up’ with their peers.

9.2 Staff make use of formative assessment to inform future planning and support for children.

9.3 Our aim is that all children keep up with RWInc. Assessment quickly identifies those children who begin to fall behind.

9.4 In Phonics, staff should use formative assessment daily to feed into the RWInc keep up sessions for their children. This gives children the opportunity for extra practice and to be able to over learn the knowledge taught. The focus in these sessions should be on consolidating learning, revising GPCs, practising oral blending of spoken sounds, and reading words by saying the sounds and blending them.

9.5 Each half term, staff assess if children have retained their new learning in Phonics. Children that have gaps are discussed in Pupil Progress meetings and interventions should be put into place to stop them from falling behind their peers. Thought is given to the barriers to learning such as hearing or visual impairment and a speech, language or communication need.

9.6 Pupil progress meetings inform interventions needed in other areas. Staff utilise school expertise in organising interventions. Where other needs are identified, leaders take swift access to ensure the best targeted intervention is in place for the children.

9.7 Children who are at risk of falling behind, will have additional individual reading sessions each week. In Reception and KS1, these children should read a decodable text matched to their level – not necessarily the sounds that have just been taught but a previous text they can build fluency when reading. In KS2, the text should again be matched to children’s ability and focus should be given on developing automaticity in reading.

9.8 In all of these cases, it is important that barriers to reading are thought about for each individual child. We determine whether children have difficulty with word reading (decoding), language comprehension, or both of these.

9.9 Pupils don’t usually need something different from others who are learning to read: the same alphabetic code knowledge and phonics skills underpin all reading.

**10. Appendix 1 – Implementation of Read Write Inc**

**Reception and Year 1**

**Daily Lessons**

Phonics is taught daily for between 45 - 50 minutes. At the beginning of Reception, the programme starts with shorter, engaging, age-appropriate sessions, but quickly develops into the full-length sessions. Built into the programme is a review session and assessment weeks, so that we have a clear understanding of where our children are at and what further teaching, they may need to allow them early success. Year 2 consolidate learning from the end of the programme in Autumn 1, before moving on to developing comprehension skills after this.

The daily sessions include a clear 4-part lesson; Speed Sounds teach and review, Fred Talk, reading Speedy Words (with and without sound buttons), partner reading. Lessons include letter formation, segmenting and blending, real and pseudo words and application into reading and writing.

We follow the RWInc progression document through Reception and Year 1 which gives clear, high expectations about what is to be taught and when.

**Read Write Inc: Keeping All Children On Track**

Any child who is identified as requiring additional support will receive immediate intervention through the RWInc sessions. These are in addition to their daily lessons.

The sessions are 15-20 minutes long and are between 3 and 5 times per week in frequency, depending on the area of difficulty identified.

The sessions use the same procedures, resources and materials as RWInc but with more repetition and scaffolding. They take place with a fully trained adult.

Regular phonics lessons using the RWInc materials are also timetabled for any children in Y2 - 3 for children who are not fluent in decoding or who have not passed the phonics Screening Check in Y1. The RWInc Assessments are used to clearly identify the gaps in knowledge for those children so that the appropriate teaching can be put in place by a trained adult.

**Teaching Reading**

RWInc provides matched reading books which align directly to the progression document.

The teaching of reading takes place through:

* A Shared Read of the decodable text, led by a trained adult
* A Guided Read of the decodable text will take place with a trained adult
* This book will also be used for 1:1/independent reading for consolidation and to develop confidence.

The books cover fiction, non-fiction, and rhyme

**Home Reading**

The decodable reading book is taken home, following several encounters with the text, in school, as detailed above.

The children are expected to read this to an adult, practising and consolidating their skills in phonics

This is monitored by the class teacher and the Early Reading and Phonics Lead

Support for parents in how to listen and support their child in reading a phonically decodable book is given on the RWInc website in the Parent/Carers section. Alongside this, Phonics and reading workshops are offered for parents in school.

**Assessment**

**Formative:** Daily formative assessment is built into the RWInc teaching sequence and the workbooks have a dedicated, daily opportunity to record formative assessment to be reinforced in the daily sessions

The weekly Friday session allows opportunities to review and identify gaps in learning that will then be addressed in any additional sessions

Ongoing observations of children during the phonics lesson inform gaps in learning and broader application of phonics skills and knowledge across the curriculum.

**Summative:** Half termly assessments take place as identified in the RWInc progression document. These sessions will be used to assess progress and identify children who need further group/individual support.

The assessments will be shared with the Early Reading and Phonics Lead/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%

**Statutory Assessment:** All children in Year 1 will sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Year 2 children will sit the Statutory Assessment Tests in Reading towards the end the Year which will inform gaps in learning.