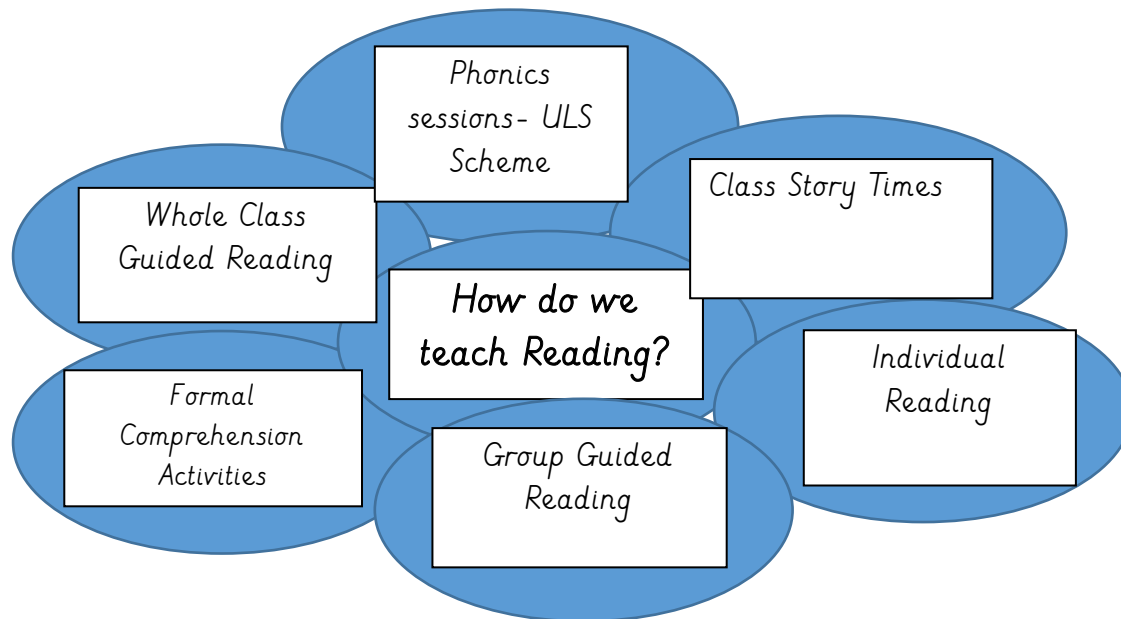


The Reading Curriculum at Winford Primary School

At Winford Primary School, we recognise that the life skill of reading is one of the most important things that we teach our children. It opens up to them worlds of wonder and curiosity and enables them to independently gather information to further grow their minds. Through reading, our pupils have the chance to grow emotionally, intellectually and socially. Our aim is for them to fall in love with reading and develop reading for pleasure habits that extend far beyond their primary years. There are a number of ways in which we teach reading at Winford Primary School. Teachers plan for a variety of whole-class, group and individual reading approaches to model expert, fluent reading and allow children to practise and develop their reading skills. These are outlined below-



Phonics Sessions- learning to decode

We use Unlocking Letters and Sounds which was validated by the DfE in December 2021. We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

Children work through our reading scheme up through the levels until they have enough decoding and comprehension knowledge to become 'free readers'. Our core reading scheme is based on phonetically decodable books from a number of suppliers to offer breadth and difference.

Group Guided Reading

Guided Reading in Reception and Year One

From Reception, every child takes part in a Guided Reading Session once per week. These sessions are focused opportunities for pupils to practise their decoding skills and to read with increasing fluency, Children are grouped in order for the books to be pitched at the correct level.

Whole Class Guided Reading

Guided Reading in Year Two- Six

What is whole class reading?

Instead of guided reading groups and a carousel of activities, pupils have reading lessons as a whole class three times a week.

These lessons:

- Are built around the teacher sharing **high-quality** and **challenging** texts, which are dissected by the class through high-level questioning and discussion.
- Include a range of activities – not all of which have to have a written outcome – that enable pupils to develop their vocabulary and comprehension skills.

Why is this better than group guided reading?

- Pupils are regularly immersed in high-quality children's literature.
- Pupils are able to improve speaking and listening skills, as well as developing comprehension skills.
- More time is given to modelling skills rather than just assessing ability.

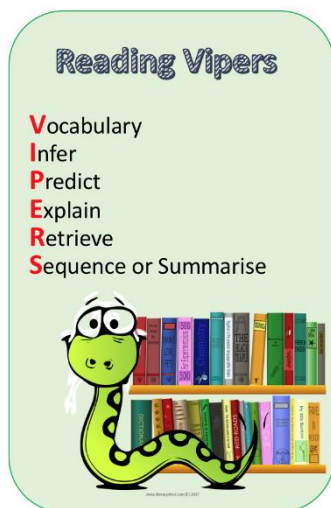
- Behaviour for learning is improved as all pupils are engaged in the lesson

How does it work?

- The teacher selects a high-quality piece of children's literature or non-fiction text that will challenge all pupils. It should be at a level beyond that at which they can read independently. It will also cover a range of genres throughout the year. The text can be linked to a relevant topic and used to benefit other subjects.
- The learning objective for the session is the same for all pupils. The objectives will come from the National Curriculum programme of English for each year group. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided depending on pupil needs.
- The teacher reads the text to the class (or the children may read sections to themselves), modelling *fluency, intonation and comprehension*, and pupils follow the text with their own copy. We do not ask the children to read to the rest of the class.
- The teacher uses skilful questioning based on year group expectations and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text. (See appendix 1 for examples of tiered questioning)
- Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Activities do not always need a written outcome, for example you may use drama to help children explore a character through role play, debates or freeze frames.
- The teacher makes assessments at the end of the lesson to inform planning of future sessions. More formal assessments are done through weekly comprehension task in Year 2 - 6 as well as NFER tests at the end of term

Discrete reading sessions should last no more than 30 minutes, to ensure pupils remain engaged and to make a distinction between these sessions and English or literacy lessons.

We use VIPERS to ensure the coverage of questions being asked during each whole class reading session.



Weekly whole class reading sessions are broken down into 3 sections.

1. The Teacher reads the chosen text and should aim for a high level of intonation and expression so children can 'see how it's done'. The class will then focus on discussing word meanings,
2. Focus on developing fluency and prosody using echo and coral reading strategies. VIPERS questions may be discussed as a class.
3. Focused questioning through opportunities to think individually and share with partners and also for written responses.

FORMAL COMPREHENSION ACTIVITIES

Children from Year 2- 6 will complete weekly comprehension tasks that are independent of the whole class guided reading and usually have a written outcome.

CLASS STORY TIMES

Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word. We recognise that literature is probably the most powerful medium through which children have the chance to experience the lives of others. We recognise the great importance of choosing stories that reflect the lives of those whose experiences and perspectives are quite different from the children's own. By choosing texts that explore such differences, we can break down a sense of otherness that may lead to prejudice and instead promote inclusion and celebrate diversity.

It is therefore really important to us that all classes have a 15 minute story time every day.

We also use a reading spine throughout the school to ensure coverage of the types of texts described above but which also adds familiar classics too.

INDIVIDUAL READING

Children in Reception, Year One and Year Two are heard read by either the class teacher, teaching assistant or a volunteer helper at least once a week. The weakest readers in Year Three, Four, Five and Six are also heard weekly. All children will have appropriately matched books (reading at independent level 95% accuracy) for

home practice. Pupils are *not* asked to read books that require them to guess words or deduce meaning from pictures, or taught words using whole word recognition.

<i>Reading: Phonics</i>	<i>Phonics teaching needs to start quickly in Reception and should continue until children are secure in decoding. Phonics form the curriculum of early reading as a body of key knowledge and skills that all children need to master.</i>		
<i>FS</i>	<i>KS1</i>	<i>Y3 and 4</i>	<i>Y5 and 6</i>
<ul style="list-style-type: none"> • Use chosen SSP for daily lessons, assessments and interventions. • Daily phonics lessons for all pupils (20 - 30 minutes). • AfL during lessons. • Diagnostic assessments using SSP materials and assessment sheets. • Targeted interventions for pupils who need these. • Opportunities for all children to practice and learn daily/ weekly GPCs as part of daily routines. • Teachers host parent information meetings to enable parents to support phonics at home. 	<ul style="list-style-type: none"> • Use chosen SSP for daily lessons, assessments and interventions. • Daily phonics lessons for all pupils (20 – 30 minutes minutes) • AfL during lessons • Diagnostic assessments using SSP materials and assessment sheets. • Targeted interventions for pupils who need these. • Y2 pupils who did not pass PSC / have a score less than 36 have phonics plan and continued interventions. 	<ul style="list-style-type: none"> • Use chosen SSP for assessments and interventions for pupils who need this. • Regular phonics lessons for any pupils who need this. • Diagnostic assessments using SSP materials and assessment sheets. • Targeted interventions for pupils who need these. 	<ul style="list-style-type: none"> • Use chosen SSP for assessments and interventions for pupils who need this. • Regular phonics lessons for any pupils who need this. • Diagnostic assessments using SSP materials and assessment sheets. • Targeted interventions for pupils who need these.
<i>Individual Reading</i>	<i>Reading on an individual basis allows children to practice and develop their decoding and fluency skills. Parents should be supported to do this effectively at home and books should match children's</i>		

current attainment. All books should be 95% decodable and reading should be a celebration of children's skills.

<i>FS</i>	<i>KSI</i>	<i>Y3 and 4</i>	<i>Y5 and 6</i>
<ul style="list-style-type: none"> • <i>Once children can blend, they have a phonics decodable book that matches their current phonics attainment.</i> • <i>The books follow the SSP progression</i> • <i>Expectation that children read at least 4 times a week with adults at home – reading records are checked regularly to ensure this is happening.</i> • <i>Children re-read books to develop fluency, prosody and automaticity.</i> • <i>Teachers and other adults hear children read at least once a week.</i> • <i>Other adults (school staff, volunteers) are given guidance by class teachers to support children reading.</i> • <i>Pupils also take home a 'real' book for parents to read to</i> 	<ul style="list-style-type: none"> • <i>Once children can blend, they have a phonics decodable book that matches their current phonics attainment.</i> • <i>The books follow chosen SSP progression</i> • <i>Expectation that children read at least 4 times a week with adults at home – reading records are checked regularly to ensure this is happening.</i> • <i>Children re-read books to develop fluency, prosody and automaticity</i> • <i>Teachers and other adults hear children read at least once a week.</i> • <i>Other adults (school staff, volunteers) are given guidance by class teachers to support children reading.</i> • <i>Pupils also take home a 'real' book for parents to read to</i> 	<ul style="list-style-type: none"> • <i>If needed pupils continue to have a decodable book that matches their phonics attainment.</i> • <i>Pupils take home a book that matches their reading attainment.</i> 	<ul style="list-style-type: none"> • <i>If needed pupils continue to have a decodable book that matches their phonics attainment.</i> • <i>Pupils take home a book that matches their reading attainment.</i>

them to develop comprehension, vocabulary and love of reading.	them to develop comprehension, vocabulary and love of reading.		
<i>Reading: guided reading (phonics and fluency)</i>	<i>Small group reading gives valuable opportunities to teach phonics and, once secure in decoding, increase their reading fluency. All small group reading should be matched to pupil's current reading attainment.</i>		
<i>FS</i>	<i>KS1</i>	<i>Y3 and 4</i>	<i>Y5 and 6</i>
<ul style="list-style-type: none"> • Once children can blend they have weekly guided reading lesson (20 minutes) using books that match their phonics attainment. Lessons focus on phonics teaching, comprehension and prosody. 	<ul style="list-style-type: none"> • Until they have completed chosen phonics programme children have weekly guided reading lesson (20 minutes) using books that match their phonics attainment. Lessons focus on phonics teaching, comprehension and prosody. • Once decoding is secure, pupils have weekly fluency small group teaching (25 minutes) using a book that closely matches their reading attainment. 	<ul style="list-style-type: none"> • Once decoding is secure, pupils have weekly fluency small group teaching (25 minutes) using a book that closely matches their reading attainment. • Individual interventions for children who need additional support 	<ul style="list-style-type: none"> • Once decoding is secure, pupils have weekly fluency small group teaching (25 minutes) using a book that closely matches their reading attainment. • Individual interventions for children who need additional support
<i>Reading: teaching comprehension</i>	<i>Until phonics is secure and children are demonstrate accuracy and automaticity in their reading, comprehension should be taught orally. After this discrete reading comprehension lessons should focus on key skills (see OFSTED Reading Review for further guidance).</i>		

FS	KS1	Y3 and 4	Y5 and 6
<ul style="list-style-type: none"> • During class story time pupils develop comprehension skills through orally talking about the books they are listening to. 	<p>Y1/ 2:</p> <ul style="list-style-type: none"> • During class story time pupils develop comprehension skills through orally talking about the books they are listening to. <p>Year 2:</p> <ul style="list-style-type: none"> • Whole class discrete reading lessons once children have completed phonics SSP. 	<ul style="list-style-type: none"> • Whole class comprehension lessons to teach and develop specific comprehension skills each week. • Planned opportunities to practice and apply comprehension skills across the curriculum. 	<ul style="list-style-type: none"> • Whole class comprehension lessons to teach and develop specific comprehension skills each week. • Planned opportunities to practice and apply comprehension skills across the curriculum.
<p>Reading: Reading for Pleasure</p> <p>A range of texts should be carefully chosen to share with children. They should be read to every day to support their knowledge of literature and authors.</p>			
FS	KS1	Y3 and 4	Y5 and 6
<ul style="list-style-type: none"> • Daily story time for teacher to read to pupils from school's reading spine to ensure high quality, carefully chosen texts. • Visits to school library 	<ul style="list-style-type: none"> • Daily story time for teacher to read to pupils from school's reading spine to ensure high quality, carefully chosen texts. • Visits to school library 	<ul style="list-style-type: none"> • Daily story time for teacher to read to pupils from school's reading spine to ensure high quality, carefully chosen texts. • Visits to school library 	<ul style="list-style-type: none"> • Daily story time for teacher to read to pupils from school's reading spine to ensure high quality, carefully chosen texts. • Visits to school library