



‘To learn to read is to light a fire.’ **Victor Hugo**

Reading is the foundation of our school curriculum; it provides our children with an essential life skill that they need to unlock learning and succeed in their future life. At Bilston Church of England Primary School, we will endeavor to provide outstanding reading experiences with exciting and inspiring learning opportunities that promote the importance of this lifelong skill. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

We intend to deliver a curriculum that enables our children to be ready for each stage of their education. Teaching children to become fluent readers is a key part of what we do here at Bilston. We understand that Fluency and enjoyment are the result of careful teaching and frequent practice. We offer many opportunities for reading exciting books and materials from a range of genres. We want children to enjoy reading for pleasure and we encourage reading to learn. We aim for all our children to reach their full potential in reading as we understand our community and aim to eliminate the impact of early life disadvantages. Our children use reading as a tool in all subject areas, it enables pupils to learn and acquire new information, we understand and believe that reading provides new skills and prepares pupils for their future.

Through reading, children are given opportunities to develop their vocabulary, decoding, fluency, and comprehension skills. Reading is central to our ability to understand, interpret and communicate with one another. Therefore, we offer rich experiences and opportunities here to enable children to listen, question and discuss as well as expand their vocabulary. We aim to develop their standard English, close the word gap and most of all we encourage our children to understand and enjoy what they are reading.

We want children to be able to:

- Ask questions, discuss, communicate understanding, and revise their ideas.
- Read a range of age-appropriate materials.
- Explain the meaning of words in context.
- Retrieve and record information.
- Identify key details from fiction and non-fiction texts.
- Summarise and sequence main ideas from more than one paragraph.
- Make inferences from the text.

- Predict what might happen.
- Identify and explain how information/narrative content is related and contributes to meaning.
- Identify and explain how meaning is enhanced through choice of words and phrases.
- Make comparisons within the text.

RWI Phonics at Bilston Church of England Primary School

We want reading to be an enjoyable experience. We believe that children learn best when there is a clear structure and purpose for the learning. Historically, children enter our Reception class well below the expected standard in basic communication and language skills and with very little phonic awareness. Many have an understanding of simple vocabulary and the ability to follow some single step instructions but find more complex language and instructions more difficult to comprehend. Some children have had very little access to stories and they are not able or encouraged to read to at home.

The Read Write Inc (RWI) phonics-based literacy scheme provides the basis for the teaching of reading to children during their first years in school. We teach RWI from Reception and aim for children to complete the programme as soon as possible.

In Reception, children are introduced to sounds and participate in pre-reading activities which develop phonological awareness. When they are ready, children are introduced to letter sounds and begin to develop oral segmenting and blending skills.

This is built on throughout Reception and Year 1 where children take part in daily phonics lessons. We aim for all children to know all the age-appropriate sounds by the end of Year 1. Any children that are still accessing the RWI programme, will continue until the end of Autumn 1 in Year 2. After these point phonic interventions are given to the children that require it. All other children in Year 2 will still be exposed to speed sounds at the start of the English Lesson to ensure phonics is revisited.

At every stage of RWI, children are given books containing words they can sound out and read with the aim of them becoming 'speedy readers' at every level they work at. When children have successfully completed the RWI programme, they take part in Comprehension based activities to ensure a secure understanding is established.

RWI ensures pupils are able to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words on sight.
- Understand what they have read.
- Read aloud with fluency and expression.
- Write confidently, with a strong focus on vocabulary and grammar.
- Spell quickly and easily by segmenting the sounds in words.
- Acquire good handwriting skills.
- Learn how to work effectively with a partner to explain and consolidate what they are learning.

Reading Vipers

As part of the weekly reading cycle all children take part in a guided Vipers lesson on a Monday, The skills and domains may also complement other English lessons throughout the week. Children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS.

The Reading Vipers can be used by both KS1 and KS2 with a little adaption. The main difference being in the S.

Sequence- KS1

Summarise-KS2

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

In KS1 we base a lot of guided reading questions around the 'Retrieve' VIPER and balance the other VIPERS appropriately.

During a typical session the teacher will share what the content domain/s the children will be focusing on for that session. These will be taught, over learnt and embedded throughout the rest of the week and across the wider school day to allow for children to use these words in different contexts. Where appropriate they are applied during literacy sessions.

During these sessions teachers cover fiction during week one, non-fiction in week two, poetry, songs, picture books, short films in week three and then this repeats to ensure children get access to a wide range of texts. Types of text given are appropriate to the age and key stage of the children. Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

Teachers plan key questions each session based on the content domain being focused on. Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. We use a maximum of 3 questions each session to ensure children have time to provide quality answers. At times children are given sentence stems and vocabulary that is expected to be used within their answer.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

During this reading session teachers focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain. The school is beginning to develop cross-curricular links in these sessions.

Daily Reading and Assessment of Reading

Reading for pleasure is modelled by adults across the school and as children progress and become fluent readers they work their way through the carefully colour coded system. Children in Reception and Year 1 take a reading book home matched carefully to the RWI group they are part of using a colour coded system. We begin their reading journey in reception with a baseline assessment, to ensure the books they take home are accessible but suitably challenging for the children. This ensures high expectations are maintained. Children are assessed every six weeks from then on using the RWI assessment model to ensure they progress rapidly through the groups.

In Year 2 end of Autumn Term onwards children are assessed via the Salford Reading Scheme on a termly basis. (Before this point it is RWI groups based on ability). This gives an accurate

reading and comprehension age and ensures children are matched to an age appropriate accessible but challenging text to ensure the high expectations are maintained but speedy reading can be achieved.

All children are heard read twice per week and SEND children three times to ensure they are being given the opportunity to achieve and close gaps in their reading. Children in Year 2 that did not pass the phonics screening by Autumn 2, Year 2 will then be given a targeted intervention of RWI daily speed sound lesson and also be heard read three times per week.

Children in Year 3 and 4 that are not meeting ARE will take part in the Switched – On programme. An intense 10 week intervention where children read daily in addition to their home reader, using the core skills from our synthetic phonics RWI programme.

Children in Year 5 and 6 that are still early readers will be part of the Fresh Start intervention programme that's is a RWI intervention to get children reading ready for secondary school.

Staff that teach early reading take part in coaching and practice sessions to ensure the teaching of phonics is consistent and of high quality. All staff across the school are RWI trained so they have clear understanding of early reading at every level.

In addition to their home reading book children have a reading journal to share with parents and to record their reading progress in. All children are also provided with a Book Worm bookmark to encourage reading and once they have completed it and all the stamps have been collected they receive a token for the book box where prizes can be won at the end of each half in assembly. Questions are also provided in reading records to support parents in reading and questioning their child about a text to promote a clear understanding of what is being read.

Assessment outcomes are all recoded on our Insight System. We use this internal data termly to allow teachers and leaders to reflect on every pupil and carry out pupil progress meetings to identify issues and areas to support specific individuals. It informs teacher planning and relevant next steps to ensure accelerated progress.

These judgements will be quality assured by subject leaders using first-hand evidence of how pupils are doing, drawing together evidence from pupil interviews, observations of tasks, reading tasks and discussions with pupils about what they remembered about the content they have studied.

Internal reading moderation takes place at the end of EYFS, KS1 and KS2 to ensure a consistent judgement across the school. Teachers meet with colleagues, team leaders and subject leaders to discuss and compare judgements. We listen to the children read and look at the children's

reading diaries. We look at their reading journals from class and have discussions with both the child and teacher to ensure our judgements are accurate and consistent.

Reading for pleasure

Reading for pleasure is modelled by adults across the school daily. All children from EYFS have access to reading for pleasure texts from the class book corner. For SEND children bigger books and board books as well as sensory books are provided. They also focus on age-appropriate diverse authors in each year group. School has a new, well-resourced library which has a wide range of reading materials. All classes are timetabled once a week for a library session. Our school library has a 'buzz' about it and the children love using it in their spare time. We are developing our Lending Library at present to facilitate and encourage all our children to take a book home weekly. Alongside this we are developing our Reding Ranger programme. These children support reading across the schools as well as manage competitions, keep reading books and the library area tidy and organised and recommend titles to others.

Reading Initiatives and rewards

We operate a whole school reading incentive scheme to encourage children to read at home, Bilston Bookworms. The achievements of individual children are shared with parents and in whole school achievement assemblies and each half term names are selected from a box (2 children from each year group) and those children are provided with a token to select a book from the school vending machine.