

Reading at Woburn Lower School

“Once you learn to read, you will be forever free.”

Frederick Douglass

Our Intent

We aim to develop an understanding of and passion for reading across our school community which includes our children, staff and parents. We want to ensure every child at Woburn Lower School develops a love of reading and that they learn to read skilfully and learn to read as quickly as possible.

At Woburn Lower School we have a shared understanding that reading is an essential skill for everyone. Reading is for enjoyment and for learning. We strive to create a reading culture where reading is prioritised and at the heart of everything we do with a whole school approach that combines both reading for pleasure and achievement for all.

At Woburn Lower School, we intend:

- for every child to be a reader
- for early readers to have the skills to decode words, so they can read fluently as quickly as possible
- for children to understand what they have read
- for children to respond with curiosity about what they and others have read
- for children to become enthusiastic and motivated to read for pleasure
- to develop children’s confidence in reading a wide variety of genres and text types
- to develop children’s knowledge of a wide range of authors and illustrators

Our Implementation

When are children taught to read, practise their reading skills and develop reading for pleasure?

- **Daily phonics** lessons in Woburn Lower School - we follow the 'TWINKL' phonics scheme because it is a systematic, synthetic approach, which is recommended as the most effective way for children to learn to read. Phonics learning is revisited throughout the day and connected to all curriculum areas, with the aim for all children to make rapid progress, so they become fluent readers as quickly as possible. During lessons, children are identified to participate in 'intervention' sessions for extra practise.
- **1:1 reading** with adults - All children read at least twice a week to a teacher or teaching assistant. They read their Phonics Reader book that is decodable and matched to their secure phonic knowledge through Levels 2-5. This ensures

they decode using their phonic knowledge and not by any other strategy. Children also have a Home Reader from the same reading level band as their Phonics Reader to share and read at home and to offer a wider reading experience.

- **Guided Reading** - children are taught as a class or in small groups. The lessons are planned to explicitly teach the comprehension requirements of the National Curriculum using rich fiction, non-fiction and poetry for inspiration. Aspects of comprehension studied include sequencing, retrieval, vocabulary, explanation, prediction and inference which the children recall using engaging dog characters. Lessons involve the children working collaboratively to actively investigate text and record their learning.
- **Chatter Books** - children take ownership of the session under the guidance of the class teacher, participating in informal book talk activities such as recommending texts, drama and exploring authors and illustrators. The aim of the lesson is to foster an intrinsic love of reading whilst enhancing teacher knowledge of children's reading practices and preferences, so they can develop children's 'reading diets'.
- **Storytelling** - children in Reception create their own stories. With the lights dimmed, and a roaring fire displayed on the interactive whiteboard, the children tell their own stories that are written in the class story book. They are then acted out and brought to life in the classroom. The imaginative stories are usually based on favourite stories and characters.
- **Story Time** - children are read aloud to on a daily basis in every year group. This is for the children's enjoyment with the main aim of motivating them to read for pleasure. Additionally, it develops their knowledge and confidence to discuss a wide range of authors, illustrators, text types and genres. The children engage with the story as they are encouraged to participate. In Reception, the children enjoy performing actions and joining in with repeated phrases as they listen to their favourite (and new) stories again and again. Active learning is also seen in Key Stage 1 and 2, where challenges are set during this time. These might include visualising the setting by drawing what they can imagine it looks like as the teacher reads, performing a 'freeze-frame' of an event in a chapter for a partner to guess, or recording words such as exciting adjectives that they would like to try and use in their writing.
- **Home learning** - parents are expected to hear their child read at least three times a week, if not daily, even when they are fluent readers. There is guidance for parents in the Reading Records and weekly letters as well as information on our website. Parents are encouraged to record all reading experiences in the Reading Record which are counted towards the half-term reading challenges.
- **English lessons** - planning is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception and an English teaching sequence in Key Stage 1 and 2 leading to daily discussion about the text.
- A range of regular events to engage pupils with the joy and wonder of a wide range of text types, so they are confident, enthused and motivated to read for pleasure. Events include Reading Buddies, Chatter Books, Mystery/Masked Readers, Reading in Strange Places competition, Book Week and termly reading challenges.
- A supportive learning environment with cosy book corners in every classroom, so children have access to engaging books. We are developing our main library

of topic books, so they can be available to support the children's interests and topic learning.

What books do children read, listen to and study?

- **Phonics Readers** - are fully decodable books from a range of reading schemes that are organised in groups (colour book boxes) to match the teaching sequence of the 'TWINKL' phonics programme. They are matched to a child's secure phonic knowledge, with the aim they can be read with 90-95% accuracy. This ensures children are reading with good fluency, comprehension and decode the words by sounding out and blending, and not by using any other strategy (e.g. the pictures). A child will have their 'Phonics Reader' changed twice a week with the intention of reading it daily to develop fluency and pace as recommended in the National Curriculum.
- **Home Readers** - These books are colour banded with the 'Phonics Reader' bands from Levels 2-5 and are longer books or chapter books thereafter. These books offer a wider reading experience. Home Readers are changed when they have been read at home and school from Levels 2-5 and longer or chapter books are changed once finished. Children who have moved through all of the colour bands become 'Free Readers' and join 'The Free Reader Society' who meet half termly to discuss books, authors, genres and general 'book talk'. They set their own agendas for their meetings under the guidance of their teacher.
- **'Library Readers'** - are aimed at developing and inspiring a love of reading through the shared experience of reading together. We have developed our library facilities and offer an expanded range of book choices. We have also introduced a collection of audiobooks for use in the classroom, during a 'playtime' 'Yoto' library club and in our outdoor reading area.

How do children progress through the reading system?

To move to the next colour band children must be able to blend words and recognise high-frequency words in the colour band and within their phonics level. The children should be reading with good fluency and decode with 90-95% accuracy. They should be able to retell the main points they have read and answer simple literal retrieval questions. This is based on teacher judgement and supported by ongoing assessment.

How do we assess reading?

We build a picture of a child's reading behaviours, including their views on reading by gathering evidence from:

- Phonics, reading practice sessions and guided reading lessons
- 1:1 reading

- Running Record Assessments
- Reading Age tests
- Reading Comprehension Assessment papers
- Reading events

YR - children are assessed against the reading statements in the Development Matters documents and the Reading Early Learning Goals.

KS1 and KS2 - children are assessed using the National Curriculum objectives.

What support and information do parents receive?

Parents of children in Reception, Key Stage 1 and Key Stage 2 are invited to a 'Reading and Phonics' information afternoon to gain insight into supporting their child's reading development at home.

Parents are expected to read with their children at least three times a week and comment in the home reading records. Daily reading is encouraged.

Information for supporting reading at home and is available on our website.

Additionally, we provide a termly 'Reading Corner' newsletter to keep parents informed of all of the exciting activities we have planned for reading over the following half term along with tips and helpful information to support reading at home.

Our Impact

We aspire for our children to be fluent, confident and able readers who can access a range of texts for pleasure and enjoyment. The children at Woburn Lower School will be able to use their reading skills to unlock learning in all areas of the curriculum and will have the opportunity to enter the wide and varied worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles will be enhanced. 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. Reading is the golden thread running through a child's journey at Woburn Lower School. When they leave us, pupils will possess the reading skills and love of literature that will help them to enjoy and access any aspect of learning they will encounter in their future.

We aspire for our parents to have a good understanding of how they can support and contribute to reading at home alongside the positive impact they have on their child's reading experiences and love of reading.

