

Reading and Phonics Policy

At Wybunbury Delves, we actively promote a love of reading and reading for pleasure is at the heart of our reading policy. Our learning is holistically planned around quality texts. We aim to enable our children to read fluently, accurately and with understanding and confidence, whilst fostering an interest in words and their meanings, gaining an appreciation of books from a variety of genres. We encourage our children to read with enjoyment, accessing a variety of fiction and non-fiction books, and to take their books home to share with their parents to support their reading progress in school. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include dress up days linked to authors, activities linked to World Book Day, where both children and staff dress up as book characters, visits to Nantwich library, author visits and the Summer Reading Challenge 6 book award.

The Teaching of Phonics

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

At Wybunbury Delves, we use the Read Write Inc phonics programme. Read Write Inc (RWI) is a tried and tested, highly successful phonics programme for children aged 4 to 7 who are learning to read and write. It teaches children how to both decode and understand written language to become confident and enthusiastic readers and writers. This is achieved by a dynamic approach to teaching phonics that is consistent across the school using the Read, Write Inc phonics resources and reading books. The phonics lessons include a speed sound lesson and a shared read. In addition, children take reading books home to further practise skills learnt at school. Children on the RWI phonics programme will take home a RWI decodable 'book bag' matched to their reading ability and a sharing, story book to be enjoyed and shared at home. Reading levels are monitored by the class teacher and the Reading Leader to ensure that children are reading books of an appropriate level, only containing sounds they have learnt. Once a child has finished reading their allocated reading book, an adult from home needs to sign their child's reading record book to confirm that the book has been read. They are asked to read each book three times to focus on accuracy, fluency and comprehension.

Children are grouped according to their ability across EYFS and KS1 (and any children assessed as still needing to access phonics on KS2) to ensure that teaching is suited to their level. Phonics take place on a daily basis. Please see our parent guide to RWI on the reading page of our school website for more information.

Reception children will take home a book when they are assessed as ready, when they can recognise 25 single letter sounds and are able to blend orally.

Collins Big Cat Books (after completion of RWI phonics scheme)

Once children have completed the RWI phonics programme, they move onto Collins Big Cat Books. At Wybunbury Delves, we call these our 'Read Aloud' books. Children reading these books are expected to read for a minimum 20 minutes per day and reading aloud to an adult at home is promoted. This is encouraged to be recorded in reading diaries by parents or children. Children receive regular 'reading responses' in book club time, through focused questions, which are targeted to develop their vocabulary, inference and deduction skills and comprehension skills. Through reading these books, children are introduced to a wide range of authors, both non fiction and fiction books, at their reading level. Children are encouraged to read material which interests them, to assist them in fostering a genuine love of reading and to help them to appreciate its value. During reading time in school, children will read either their school 'read aloud' book, a book which they have chosen from the school library or a magazine.

Children in KS2 will also experience shared and guided reading at Wybunbury Delves as part of our reading lessons, following the Steps To Read programme by Literacy Counts.

Whole Class Story Time

At Wybunbury Delves, regular whole class story time takes place in Foundation Stage and Key Stage 1 and 2. Each class teacher dedicates time each day to reading high quality literature to their children. Texts linked to thematic work or objectives covered in the English lesson are read aloud by the teacher. 'Favourite 5' books are shared in this time too and change each term. This gives the children the opportunity to learn 5 books off by heart across each term, recognising story language, joining in and enjoying how books are read with expression and enthusiasm. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their

vocabulary. These sessions take place in various locations around the school. The Reading Leader will provide staff with regular updates on recommended reads for children. Teachers and teaching assistants are expected to regularly recommend books and to share a passion for reading with the children.

Reading Areas in the Classroom and Year Group Reading Challenges

Each class is expected to have a reading area which is established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material. In most classrooms, space is limited so books are arranged in library areas. Year 1 and 2 share a library (outside both classrooms), Year 3 and 4 share a library (outside Year 4) and Years 5 and 6 share a library (outside both classrooms). Books are clearly labelled and organised into different topics, such as adventure stories, poetry, history books, non fiction, picture books etc. Books should be easily accessible by the children. Children should be actively involved in the management of the reading corner.

Each year group has a 'Reading Challenge' for the year. Upon completion of this list, children will receive a badge. 'School librarians' from each class will assist the school staff with the care and management of the Reading Challenge reading books, which are clearly labelled. Children are asked to fill in book reviews online using their year group reading website once they have read a reading challenge book.

Assessment and Monitoring of Progress

In KS1, whilst children are accessing the Read Write Inc phonics scheme, children are assessed every half term and grouped as appropriate. Children will receive one to one tutoring if they need it throughout the year. The reading leader can also assess children whilst supporting/observing groups if children are making fast progress. After children have completed the Read Write Inc programme, children begin the Collins Big Cat reading scheme. Assessments are carried out at the end of each term and focus on fluency, accuracy and comprehension.

Parental Involvement

Parents are expected to share books with their children and hear their children read at home as regularly as possible. Children in Reception and KS1 change their books twice a week supported by their teachers/TAs. Books are sent home in plastic wallets across the school and these are expected to be in school every day, along with their reading record book. In KS2, reading diaries are monitored by teachers weekly to ensure that at least three entries of reading have been recorded each week. Parents or the child can record in the reading diaries.

The Care of Books

If a book is lost or damaged, a letter will be sent home requesting that the child's parents or carers make a contribution (£5) towards the cost of replacing the book. School reading scheme books (both RWI and Collins Big Cat) are placed inside a plastic zip wallet which is then placed inside a book bag. All teaching staff encourage children to treat books with care and respect.

Equal Opportunities and SEN

In line with our Inclusion policies, Wybunbury Delves believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. When selecting a phonetically decodable book for guided reading, teachers must ensure that it consolidates the teaching of recently taught sounds and 'red' words. Children have been assessed upon returning to school in September 2020 and interventions have been put in place for children with gaps in their reading or who have been identified to benefit from such a programme. Children who are making slow progress with their reading will receive extra support, either in the form of one to one tutoring or extra reading sessions. Additional resources to support children who are struggling to make progress with their reading include the Read Write Inc One to One Tuition reading programme. These are to be used as directed by the SENCO/Reading Leader.

Updated by Miss N McCurrie – English Subject Leader and Reading Leader

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