



Our approach to reading

Enabling children to become fluent, life-long readers is a central aim of the Powick curriculum. Achieving automaticity alongside a deep understanding of text is vital for primary school and readiness for secondary school

The school's reading curriculum has clear progression to ensure that all pupils are well supported from EYFS to Year 6 to achieve and make progress.

Consistent, regular and rigorous classroom practice is required to ensure the following:

1. Previous high attainers continue to make progress once they are fluent;
2. Key disadvantaged groups are able to access both the quality-first teaching and additional support they require to close the attainment and progress gap.

Early reading

Reading in EYFS follows the Communication and Language strand and the Literacy strand of the EYFS Framework (2021).

In EYFS and Year 1, phonics is taught using the Little Wandle Letters and Sounds Revised Scheme, a complete systematic synthetic phonics programme developed for schools. It is based on the original Letters and Sounds but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum.

Consistency is key to the teaching of phonics and the same resources, routines and teaching sequence are applied to all stages of phonics learning. Children have progressive daily phonics sessions, gaps in learning are identified quickly and keep up sessions put in place to support all children to progress in their phonics learning. Those children who do not pass the Phonics Screening Check in either Y1 or Y2 receive appropriate intervention and are re-tested in later years until they achieve the required standard.

Developing fluent, life-long readers

Reading in KS1 is also taught within the daily English lesson using learning objectives from each year group's Literacy Spine; this reading links to the writing sequence of learning so that reading flows into writing. Opportunities to read within the wider curriculum are also frequent.

In KS2, three whole-class reading lessons are taught each week where all children read the same text and their understanding of what they have read is developed through individual thinking, partner talk and discussion. Written responses to questions are interspersed with class discussion. Texts cover a range of subjects, some which link to the writing journey or wider curriculum lessons and some which are entirely discrete. Across KS2, the texts and associated analysis become more challenging and this ensures progression in reading automaticity and comprehension.



During these lessons, teachers model the unconscious thought processes that they as the 'expert' reader undergo and this helps children to learn strategies that support them to understand what they have read.

Adaptations in this lesson may take the form of coloured overlays, peer support for reading, 'echo reading' or small group reading with an adult, or a version of the whole-class text with a lower reading age created using AI.

Closing the gap

Gaps in phonics are addressed through whole class teaching and intervention in Year 2, and beyond where necessary. This is planned for by the class teacher and is delivered by either the teacher or a teaching assistant. The resources used are consistent with those used in KS1 and all classes use the appropriate grapheme-phoneme correspondence charts from Little Wandle.

Children working significantly below the expected standard for their year group are signposted to the SENDCo for assessment and interventions are planned accordingly. The resulting support could include targeted phonics sessions and/or precision teaching. A reading provision map tracks each child who is receiving - or who has previously received - reading intervention to monitor their progress and take further action as needed.

Building vocabulary

Children across the school are exposed to high-quality vocabulary daily through their reading and Word Aware – a model that provides a consistent approach to building vocabulary.

Teachers choose vocabulary with care to focus on Tier 2 words which link to the curriculum or children's experiences and which can be applied in their reading and writing.

Speech and Language elements are developed as part of engaging with the Worcester Speech and Language Team's additional services, and staff and pupils are supported by an on-site Speech and Language Therapist for half a day a week.

Independent reading

In order to ensure children are choosing appropriate texts which challenge them and, all KS2 children have an **Accelerated Reader** account. **Accelerated Reader** and the accompanying **STAR Assessments** allow teachers, children and parents to be well informed of how an individual child is making progress.

STAR assessments are completed at least termly to track children's progress and identify where there are gaps in their learning which are addressed in class. Children choose books dependent on the level identified during their **STAR assessment**. Levels are widely banded



to ensure children's book choices enable them to embed their current skills, challenge themselves, and also offer choice so they can choose according to their interests.

Accelerated Reader quizzes ensure children have a good comprehension of what they have read as well as encouraging them to celebrate and share their achievements as they read more often and more widely.

Teachers use this scheme to rapidly pinpoint children who are not making progress and work with them to develop their book choice within their band to ensure they are able to access books which will build a love of reading for pleasure as well as progress in reading comprehension.

The library is well organised and well stocked to support children's choices of high-quality texts. All Accelerated Reader books are stored centrally so that children in KS2 have access to the full range of titles in their colour band.

Reading stamina

Reading stamina as children progress through the school is developed during Reading and English lessons, and at other times in the school day.

The school library is used to ensure that pupils have an opportunity to choose an appropriate book from a wide range of titles. Appropriate text choice supports reading stamina and allows the child to maintain reading for longer periods of time.

Teachers ensure the pitch of texts chosen for class-based work (class texts and WAGOLL examples) allow for the development of reading stamina as they are chosen on the principle of 'challenging for all and scaffolded for all to access'.

Children have opportunities to read in different ways to support them to build stamina: reading alone; reading 1:1 to an adult; reading in a pair or group.

Reading for pleasure

Reading for pleasure is fostered across the school through all school staff modelling how they are 'reading teachers'. Adults provide good role models by sharing and discussing books and authors; valuing children's own experiences of reading; allowing pupils time to explore the school library and ensuring that reading in all its many forms is treated positively and encouraged. Classes are read to by an adult on a daily basis and class texts are chosen to ensure children experience a diverse range of characters, settings and plots as they move through primary school.

The school supports and encourages participation in World Book Day; reading competitions and challenges; and other enrichment activities, such as author workshops and Mystery Reader, which raise the profile of reading for pleasure as well as reading as a skill for life.



Reading at home

There is an expectation for children to read at home five times per week. Reading diaries are provided to record reading and these are checked on a weekly basis.

Reading five times is rewarded with a weekly raffle ticket (as well as a Dojo point) to take part in a draw to win a book each term. This serves the dual purpose of valuing reading at home and building the home libraries of our pupils.

Parents are signposted how to support their child as a developing reader and given strategies to engage with their child's reading once they are fluent to support their developing comprehension.

Project Homework includes at least one reading element termly to ensure pupils can access high-quality home learning opportunities to develop reading comprehension outside of daily reading.

Parents are supported to develop their child's reading through the use of the following:

1. 'Meet the Teacher' parent/carer meetings which set out the expectations for their child's new year group.
2. Parents' Evenings when attainment, progress and personal targets will be discussed as well as strategies to support their child at home.
3. Termly 'Family Learning in Partnership' workshops where parents are invited to take part in an interactive presentation and then spend time in reading lessons with their children.