

Principles of an Effective Reading Framework in LAAT

Excellence, Exploration, Encouragement within the love of God

'Each child is unique & made in the image of God.'

We achieve this by:

- Ensuring that there is systematic whole school approach to fidelity and adherence to the SSP chosen to teach reading
- Developing a reading spine which enables children to become effective readers – including areas of the 2010 Protective Characteristics [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)
- A commitment to promote a love of reading
- To prioritise reading within the whole school community
- To develop, implement & evaluate 'non-negotiables' to drive teaching & learning
- There are opportunities for regular and purposeful CPD for all which clearly aims for maximum impact in professional development of staff
- The key aspects involved in planning provide a layered approach to teaching reading in school: Intent (ambitious and driven intent for all to succeed), Implementation (includes a suite of pedagogical choices) and Impact (success for all from their starting points)
- There are regular reviews and evolution of reading principles
- Increasing vocabulary can be clearly seen as a core thread in the reading framework
- Purpose of the decisions included in the framework include research informed choices, professional knowledge of the school community & precise identification of strategies which result in maximum impact.

Phonics and Reading at Wrawby St Mary's CE Primary

Reading curriculum at Wrawby St Mary's CE primary School.

At Wrawby St Mary's CE primary school, reading is at the very heart of our learning. We strongly believe that children should be encouraged to foster a love for reading for pleasure and we provide children with the skills to be able to do this. Our main aim is to ensure that every child becomes a confident, fluent reader, who can apply their reading skills throughout the whole of the curriculum.

All children will be exposed to a variety of literature, genres and authors and develop the self-awareness to understand the kind of reader they are. Story time is a very special time of day in both Reception and KS1. The children always enjoy being read aloud to and discussing the stories or text with their friends and their class teacher.

Intent – phonics (SSP)

Fidelity to an SSP programme, from sounds to fluency – Wrawby St Mary's CE primary delivers a **complete systematic synthetic phonics** programme – Read Write Inc. (RWInc.) which begins on entry into reception. Our on-site Pre-school have introduced Early RWInc to engage pupils in Early Reading. Pre-school use RWI and teach the first few sounds in summer term.

We are determined that every pupil will learn to read, regardless of their background, needs or abilities. We endeavour to ensure the weakest readers, make sufficient progress to meet or exceed age-related expectations. We deliver high quality 1:1 RWInc Phonics intervention which is delivered by teachers and in some instances TAs who are fully trained and updated to give the best teaching for pupils at Wrawby.

Through support from the English Hub (2021/22) we now have fully decodable books that are matched to children's phonic knowledge to enable them to develop fluency. The sequence of reading books shows a cumulative

progression in phonics knowledge that is matched closely to RWINc and teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

In addition, we have high quality storybooks for both parents and children to share with each other to develop a love of reading. These have been quality assured by Madeline Lindley -

Implementation

We ensure phonics lessons are taught daily and consistently with fidelity to the Read, Write, Inc programme. The school has a clear assessment system of pupils' phonics progress over a half term period from Reception to Year 2 to accelerate the progress of reading and to ensure no child is left behind. The robust monitoring allows for swift identification of those children who need further support through 1:1 phonics intervention. By the end of Year 2, we strive to ensure that all children are fluent, confident readers as this not only helps them to read their chosen book but opens the door to a whole world of reading and learning opportunities.

There is an emphasis on fluent, efficient and 'speedy' reading (reading on sight) of both common words and those 'trickier' words (words which have uncommon vowel sounds such as *said* or *they*). Children will read stories several times in order to read fluently and gain good comprehension of the text.

The daily teaching of reading beyond phonics

When children are confident in phonics, including fluency they will move to daily reading lessons. At the beginning of each week, children are explicitly taught new vocabulary. This is followed by modelling specific reading skills by the class teacher and children get the opportunity to practice the taught reading skills. Each session begins with a vocabulary retrieval task. Reading fluency sessions take place whereby children read aloud to their partner on their own age-appropriate text and the teacher helps to facilitate reading strategies directly with children who aren't blending or are reading over punctuation etc.

The intended impact of phonics and reading comprehension.

The intended impact for our children is that they become fluent, confident readers who have a genuine enthusiasm and love of reading. Children will have a good level of comprehension and make inferences based on what they have read to become confident speakers in sharing their opinions and ideas on not only stories but life events too. Reading is at the heart of all learning and will enable children to access our full curriculum offer. Where interventions are implemented they will demonstrate effective accelerated progress.

Supporting your child's reading

All children, in all year groups, will be sent home with a reading book that is appropriate for their reading ability. Whilst the children are taking part in the Read, Write, Inc programme for phonics and reading, they will take home with a copy of the book that they have been reading in class to develop their fluency. There will be an additional unfamiliar storybook for you to share with your child at home. We ask that you read at least 3 times a week with your child to support them in their reading journey.

Children who successfully complete the Read, Write, Inc phonics programme will be able to choose their own books to take home. Your child's class teacher will guide them towards which books will be most suitable for them and which books they might enjoy.