

Early Reading and Phonics statement

Reading Intent

Reading is a skill we continue to develop throughout our lives, but starting this process as early as possible has significant benefits for our continued success as readers. Reading is an exercise for the mind. It helps kids calm down and relax, opening doors of new knowledge to enlighten their minds. Kids who read grow up to have better cognitive skills.

Research shows that 'Poor vocabulary is the primary cause of academic failure.' [Becker 1977]. Aside from the direct teaching of vocabulary, which we undertake at school, reading is the most valuable way in which we can develop children's spoken and written vocabulary. This vital vocabulary development starts at an early age, in the years before children even begin primary school. The following statistics demonstrate how important reading is to children's early development:

- By the age of two, children learn a new word every two hours. This means that by the time they start school, they should be familiar with over 10,000 words.
- Children who do well in primary school have over 7,000 root words, whereas those who are unable to meet age-related expectations have only about 3,000 root words.
- There is a difference in reading performance equivalent to just over a year's schooling, between young people who never read for enjoyment and those who read for up to 30 minutes per day.
- A child with weak language skills at age five is much less likely to be a strong reader at the age of 11 than a five year old with strong language skills.
- Children who often read books at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

At Wood End Park, we believe teaching every child to read well, making time within the school day to read, and embedding a culture of reading will make a profound difference to children's lives!

Within all subjects, we are committed to promoting opportunities for children to read, whether through research in history, or presentations they create in Design Technology. Opportunities to read are cherished. Children are confident, fluent readers who develop a broad range of reading skills. Pupils are constantly exposed to new vocabulary to improve articulation and comprehension. Reading promotes a better understanding of the world. Understanding people, places and events increases knowledge and provides opportunities for children to apply knowledge.

Implementation

The programmes of study for reading from EYFS to KS2 consist of two dimensions

- word reading
- comprehension (both listening and reading)

following the simple view of reading formula (Gough and Tunmer in 1986):

For us at Wood End Park, we absolutely agree that students with excellent decoding skills and strong language comprehension will achieve a strong reading comprehension score, but more than that, would be classified as good readers.

In order to achieve this goal and have pupils who are 'good readers' we have a variety of approaches to the teaching of reading;

- daily phonics teaching in EYFS and KS1 ensures that all children learn to read early and learn the mechanics of reading;
- phonics books in Year 1 allow pupils to rehearse phonemes they have learnt and consolidate reading skills appropriately.
- colour banded books in Year 2 and Accelerated Reader in Years 3-6 encourage children to read regularly and at the appropriate level to make optimum progress;
- daily whole class reading time at the end of the school day, provide shared reading opportunities to help foster a love of books and reading;
- daily guided reading sessions provide opportunities for pupils to develop reading comprehension and practice and apply reading skills in a range of contexts
- children are also encouraged to explore vocabulary and make connections from our wider curriculum, particularly in science, history and geography using e.g. vocabulary ladders.

Phonics

Phonics is our primary route into teaching our pupils to read. In Reception the pupils use Time for Phonics. This is an award winning, effective systematic synthetic phonics programme with a multi-sensory approach, that follows the progression of the DfE Letters & Sounds framework and provides all that is essential for children to become successful, committed and enthusiastic readers. A high number of pupils leave Reception being able to decode texts containing phase 2 and 3 graphemes and are becoming increasingly confident in their reading.



In Year one (for this academic Year 2022-23), our pupils continue to use our bespoke phonics program based on Letters and Sounds. Pupils take part in daily phonics lessons to develop their confidence in reading and begin to apply knowledge of phase 5 phonemes, increasing their prosody in order to improve comprehension skills. This will continue through KS1 and beyond.

Phonetically Decodable Books

Children at the early stages of reading development

National Curriculum 2014 demands that the books used by these children are closely matched to their developing phonics knowledge and knowledge of common exception words. Further guidance from DfE advocates that the books children are asked to read for themselves (i.e. Guided Reading books and home reading books) must be 100% decodable, up until the end of Phase 5 (Year 1 for most children). In order to master phonic decoding as the route to decode words, children should work with books that are written and structured to provide opportunity for them to apply their developing skills and knowledge. For this reason, teachers should match books more closely to the phonics phase than book band up until the end of Phase 5.

In addition to the books the children read for themselves, they should also encounter wider experiences of books and reading each day, experiences which will contribute to their language development, comprehension skills and love of literature (e.g. books explored through their free choice reading book, shared reading, story-time, library books, familiar books and class book corners).

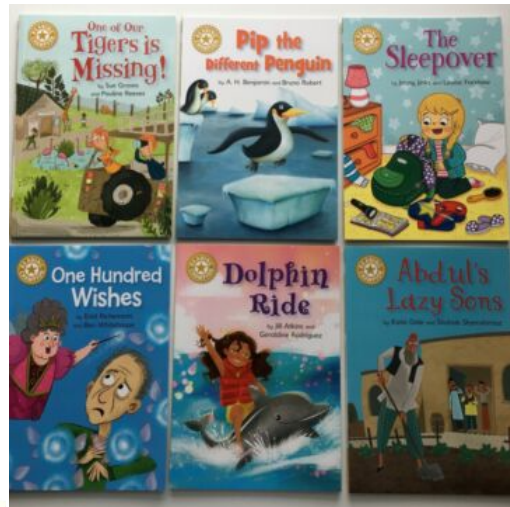
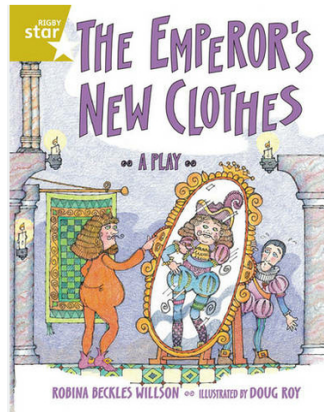
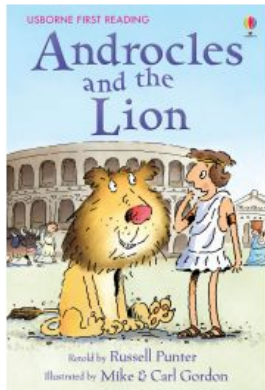
At Wood End Park, we are committed to this and children in EYFS up to the end of Year 1 (beyond if required), will be exposed to a number of phonetically decodable books. These books are matched appropriately to the child's individual level and contain taught grapheme-phoneme correspondences (GPCS). Children focus on one book per week and read it repeatedly. As homework, children should take the book home and it is expected that they practise reading it daily with a parent or guardian before returning it to school. As they become more familiar with the book, they should be able to read with increased confidence. These books are read in addition to a colour banded reading book the child chooses.

Reading books at Wood End Park Academy

EYFS & Year 1



Year 2



Reading Schemes used in Year 2 include:

Engage Literacy

Reading Champions

Rigby Star

Usborne First Reading

Story Worlds

Book Bands

Developing and fluent readers – from Phase 6 onwards, the coloured book bands provide a useful guide to indicate the increasing level of challenge from different books. Many publishers use this approach within their reading schemes but, as they all have slightly different interpretations, it is wise to see this as a ‘best-fit’ guide with overlaps between the colours. Once a child has secured decoding, how easy or difficult they find a text is heavily influenced by their interests and life experiences. The emphasis should then be on broadening and deepening the children’s reading experiences, rather than racing through the bands.

Below is a guide we use as a school. This helps us to ensure we are matching our children’s reading levels closely to their phonics attainment. It also allows us to track if a child is working within the Year group expectations.

Book Band Colour	Phonic Phase	Year Group Expectation
Lilac Band	Phase 1	Nursery
Pink Band	Phase 2	Reception
Red Band	Phase 2/ 3	Reception
Yellow Band	Phase 3	Reception/ Year 1
Blue Band	Phase 3/4	Year 1 (Working Towards)
Green Band	Phase 4	Year 1 (Working Within)
Orange Band	Phase 4/5	Developing +
Turquoise Band	Phase 5	Meeting End of Year 1 expectations
Purple Band	Phase 5	Year 2
Gold Band	Phase 5/6	Year 2
White Band	Phase 6	Year 2
Lime Band	Phase 6	Year 2
Brown Band		Year 3
Grey Band		Year 4
		Year 5
Free Reader		Year 6

Accelerated Reader

In Years 3-6, Accelerated Reader is used to monitor and manage independent reading practice.

Accelerated Reader (AR) encourages differentiated reading practice to grow strong readers. Based on each student's independent reading level, AR helps to guide students to choose books that are difficult enough to keep them challenged, but not so difficult as to cause frustration whilst monitoring and supporting children's vocabulary growth and reading skills development. This optimum reading level is known as the Zone of Proximal Development (ZPD). Each child will complete a STAR Reader assessment at least every half term which will provide them with a personalised ZPD range and reading age.

How does it work?

- 1) Children take a STAR Reader assessment at least once per half term (directed by assessment schedule for the year). This will generate the child's appropriate ZPD range.
- 2) Children choose a book to read which falls within their ZPD range.
- 3) When finished reading the book, children will use a Chromebook to take a quiz.
- 4) If children score 80%+ they earn 1 housepoint. If they score 100%, children earn 2 house points
- 5) If a child scores less than 80%, teachers will support them to consider why the score wasn't higher and offer suggestions of how to move forward.

*Children in KS2 who are below age related expectations receive additional interventions and reading opportunities

Reading Frequency

In school, all children read to an adult at least once weekly. Struggling readers require more frequent / daily reading with an adult to ensure they have the opportunity to practise both their decoding and comprehension skills.

This is done with teachers or additional staff hired to work within various year groups.

Additional boosters are also organised during the school day or at times before or after school. For example in Year 1, some pupils come to school early for 1:1 additional reading booster.

Reading records are checked daily and those who have not read at home, carry out additional reading in school.

As a school, reading is also promoted and celebrated through weekly assemblies. In KS1, pupils who are moving through the academy's star reader scheme receive badges at bronze, silver and gold level. Classes where children read every day also receive rewards.

We also show a value and love of books and reading through engaging displays around the school.

Inclusion

The progress of children who are behind age-related expectations or who are not meeting their potential will be discussed at pupil progress meetings, with the Inclusion Team involved in considering those who would benefit from interventions.

For progress to be as good as it can be, interventions must always be accompanied by quality-first teaching. When a child is receiving intervention, the class teacher and

intervention teacher or LSA meet regularly to discuss the child's progress and to agree on next steps.

As a school we also acknowledge when a method of teaching is not benefiting a child. For example, where a pupil appears to be a sight reader. In this instance, we would look at alternative methods of teaching, and give the pupils access to e.g more books with opportunities to be exposed to more vocabulary or books with repetitive sentences to embed language.

Impact

- Attainment is measured using the end of key stage statutory assessments in reading. These results are measured against national standards of attainment.
- Summative assessments in reading are completed 3x per year using PiRA tests. These tests enable teachers to both benchmark performance and track progress over time. A thorough gaps analysis of these assessments inform Medium Term Plans for the following half term. Intervention is implemented for 5 struggling readers.
- Phonic screening results are consistently above national averages being 93% for the last three consecutive years
- End of KS1 reading data: 77%. Above the national average.
- End of KS2 reading data 75%. In line with the National average from being below.