Spotlight on Reading

How we teach Reading at WTW

What do we want the children to achieve in Reading?

At Walnut Tree Walk we recognise the importance of developing children's speaking and listening skills across the curriculum. Children are actively encouraged to express themselves verbally through paired and group work, class discussions, presentations and performances. We know that these speaking and listening skills provide the foundations needed to succeed in all areas of the English curriculum, including reading.

We are committed to promoting both a love of books and the essential skills of reading through a range of high quality experiences. This starts in the Early Years where children develop early phonological awareness and word recognition, as well as an enjoyment of sharing and listening to a wide range of stories. In Key Stage One, reading sessions are supported by a large number of additional staff so that every child reads to an adult every day, where possible. This builds on the foundations from the Early Years and supports children to develop reading fluency. As they enter Key Stage Two, the focus moves to higher level reading skills through whole class reading lessons.

Our English curriculum revolves around key texts so that the valuable experience of learning through real books and high quality literature is deeply embedded in the way children learn to read and write. Throughout the school, teachers plan a wide range of activities linked to these books to ensure that the decoding and comprehension skills needed for reading, and the technical skills needed for writing are given a purpose. Spelling, punctuation, grammar and phonics are taught explicitly as well as through texts.

Children are encouraged to write creatively, often inspired by the texts they are reading in class,. In the Early Years and Key Stage One, the children will work from a large number of texts. In Key Stage Two, the children will spend longer on each rich and challenging text, studying the books, characters and stories in more detail.

Our Intent:

1. For all children to become confident, independent readers.
2. For children to be part of an active reading community.
3. For children to become enthusiastic readers whom read books, from a range of genres, chosen by themselves.
4. To foster the confidence in children to explore challenging texts.
5. To cultivate competent comprehension skills which enable the children to understand and analyse texts at a deeper level.
6. For all teachers to read high quality texts aloud to children, to support pupils' understanding and acquisition of vocabulary.

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What do Reading lessons at Walnut Tree Walk look like?

Early Years:

Exciting stories are central to all our learning in the Early Years. Every week the children are exposed to a key text and through this they explore the seven areas of learning. Children learn that stories are fun, engaging and stimulating from an early age. The fundamentals of reading comprehension are taught through role play, hot-seating and circle time discussion. Our children experience a rich and varied continuous provision which enables them to access books and sounds in engaging and multi-sensory ways.

In the Nursery, children develop early listening skills through games and activities which support the development of phonological awareness. In the summer term before they enter Reception, children take part in some short phonics sessions which involve identifying and saying initial sounds in Unit 1 of the Sounds-Write phonics programme.

In Reception, children have a daily Sounds-Write phonics lesson. The programme teaches phonemes systematically. All staff are aware of the order that sounds are taught which means they can check phoneme-awareness in a variety of contexts outside of the phonics lessons and in continuous provision. The sounds-write programme teaches blending, segmenting and manipulating phonemes from Unit 1 so children practice these skills from the beginning of the year. Children are taught to recognise some of the most frequently read tricky words as well as polysyllabic words.

Children read 1:1 with the teacher each week in Reception to develop reading independence. They will read books that are closely matched to their level of phonic awareness and reading fluency. In this session, the child will demonstrate their ability to read using phonics and the teacher will assess the child's comprehension of the main events. The teacher will check that the child is accurately reading the phonemes that have been taught so far and support the development of blending and segmenting skills. Children will take home 2 books each week.

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What do Reading lessons at Walnut Tree Walk look like?

Key Stage 1 (Years 1 and 2)

In Key Stage 1 (Years 1 and 2), children receive 4 reading lessons a week. In these sessions, every child will read with an adult in a small group to develop their reading fluency. Additional adults from across the school go into KS1 reading lessons to facilitate this, meaning that all KS1 classes have 4 or 5 adults for these sessions. Children will read 2 books a week (spending 2 days on each book). Daily lessons involve an adult reading the story to the group of children, then the children reading independently while the adult supports them individually to develop their fluency. At the beginning of Year 1, the focus of the lesson is developing fluency and supporting children's phonic knowledge. The books they read are closely matched to the sound they are learning that week. As children become confident readers, the groups will build upon their discussion and comprehension skills using the text to support them. Once children have a secure knowledge of phonics, they will move onto colour banded books. This will typically be at the end of Year 1 but will vary from child to child.

In KS1, children follow the Sounds-Write phonics programme which is taught daily. In these sessions, they systematically develop their phonological awareness and apply this knowledge to reading and writing. Lessons build upon skills that children have learnt in the EYFS. They will continue to blend, segment and manipulate phonemes, with the complexity of the words and syllables continuously increasing. Throughout KS1, children will explore all sound/ spelling correspondences so that they are able to write using (plausible) phonics. Children will gradually build up their knowledge of how words are spelled in English, focussing initially on common everyday words, such as the, all, said.

Children who need additional support to develop their phonics knowledge in the EYFS and across KS1 are identified and targeted for intervention.

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What do Reading lessons at Walnut Tree Walk look like?

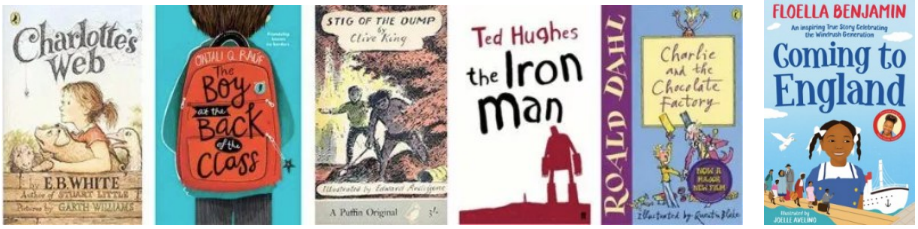
Key Stage 2 (Years 3-6):

In Key Stage 2, for the majority of children the focus in reading sessions moves towards developing higher level reading skills, such as inference, through whole class reading lessons. The learning focus for each day will vary slightly depending on whether the unit being focused on is fiction, non-fiction or poetry, but typically it might look like the following:

Day	Focus		
	Fiction	**Non-Fiction**	**Poetry**
Monday	Building Blocks	Building Blocks	Building Blocks
Tuesday	Retrieval	Retrieval	Recital/ Performance
Wednesday	Inference	Evidence from Text	Retrieval and Inference
Thursday	Inference/ Points of View	Summarising	Impressions/ Effects on Reader/ Summarising

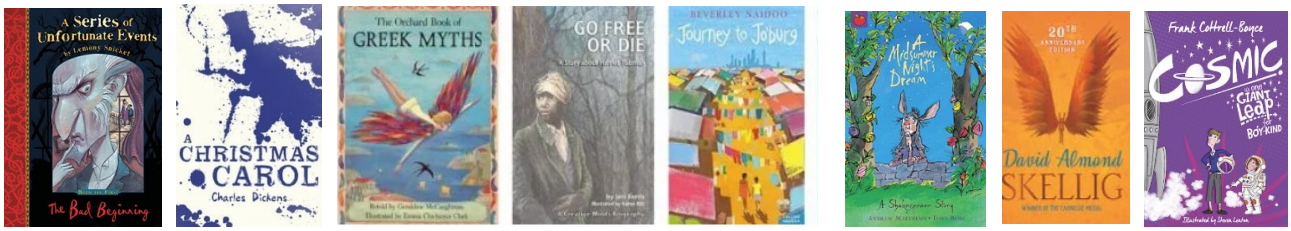
Much of the learning in the reading sessions will be through the following main class texts:

Year 3



Year 4

Year 5



Year 6

Spotlight on Reading

How do we ensure that children are challenged?

Our key texts have been chosen to include high quality and challenging vocabulary that the children can engage with and that create rich writing opportunities as well as ensuring that they are good examples of classic and modern literature. They have also been chosen to link to curriculum topics where possible and to reflect the diversity of our school.

Our books have all been colour coded or numbered to ensure that children are selecting books that are matched closely to their reading ability and stage of phonic acquisition until they have become fully fluent readers. At the end of KS1 after they have a secure knowledge of phonics, most children will be on colour banded books. From Year 3, children will typically be on numbered books that follow the Accelerated Reader book banding system and match where we have assessed them to be. It is important to note that the numbers on the books do not correlate with their year group, so for example a number 3 book would not necessarily be for a Year 3 child.

When purchasing new books, we are mindful that the books reflect our diverse school community. This includes books by diverse authors as well as diversity of characters, settings and different family types in texts.

Developing a love of reading

In addition to our daily more structured reading lessons, we also provide opportunities throughout the week for children to read for pleasure. We have invested a lot in expanding our reading material so that every classroom has a library of books for the children to select from in a reading corner that should be a focal point for the classroom.

We have an outdoor library within our school garden so that children have access to books and an appealing quiet place to read at break and lunchtimes.